DOCUMENT RESUME

ED 200 717 CE 028 258

AUTHOR	Gilli, Angelo C., Sr., Ed.; Wilcox, Lynne Moore, Ed.
TITLE	Selected Papers on Leadership in Vocational Education.
INSTITUTION	State Univ. of New York, Utica. Dept. of Vocational-Technical Education.
PUB DATE	Apr 81
NOTE	133p.; Some pages will not reproduce well due to weak print.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Articulation (Education); Educational Philosophy; *Educational Planning; Federal Legislation; *Futures (of Society); *Leadership; Postsecondary Education; *Problems; Public Relations; Role Perception; Secondary Education; *Vocational Education
IDENTIFIERS	Vocational Education Leadership Institute

ABSTRACT

The ten papers included in this monograph relate to some of the important concerns dealing with leadership and management in vocational education. Each paper, while addressed to the occupational education scene of the early 1980s, has the remaining years of this century in mind--a strong futuristic undercurrent. Topics covered by the various authors include the following: the Vocational Education Leadership Institute; leadership in education; relating vocational education to the entire educational system; federal legislation and vocational education; articulation between secondary and postsecondary vocational education institutions; the role of the vocational education curriculum worker; the problems of vocational education leadership; and planning a public relations program. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED200717

SELECTED PAPERS ON LEADERSHIP IN VOCATIONAL EDUCATION

Edited by

Angelo C. Gilli, Sr.

and

Lynne Moore Wilcox

APRIL, 1981

CE028258

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Angelo C. Gilli, Sr.
L. M. Wilcox

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CONTENTS

Preface iii

The Vocational Education Leadership Institute: Some Introductory Comments. Angelo C. Gilli, Sr. 1

Leadership in Education. James J. Countryman. 10

Interfacing Vocational Education with the total Educational System. Lee G. Peters 17

A Review of Federal Legislation in Vocational Education. Lowell Burkett 29

Articulation between BOCES and Two Year Colleges. Earl W. MacArthur 43

The Role of the Vocational Education Curriculum Worker. Albert J. Paulter, Jr. 54

Planning a Public Relations Program. Robert N. Sekowski 66

The Problems of Vocational Education Leadership. Robert P. Sorensen 76

Educational Leadership for the 80's. Marvin Feldman 82

The Role of Vocational Studies in Career Education. Angelo C. Gilli, Sr. 106

Closing Remarks. 115

PREFACE

The notion of leadership is a most intriguing one. Sometimes it is exercised in an ephemeral manner - a unique set of circumstances come together and leadership flowers from within that context, only to disappear a short time later. Even the most staple organizational configurations have leadership in action for just a part of the time. In contemporary organizations, little leadership is demanded and exercised because the bureaucratic structure requires management. Herein lies a difficulty: there is a tendency on the part of many persons to equate management with leadership. But there are important differences between the two concepts.

To manage within the framework of organizations, is to direct or carry on the affairs of the organization. Implicit within the idea of managing is that decisions are predetermined in accordance with a system or set of conditions that provide for few, if any, variations. To lead, on the other hand, is to draw upon the resources of people within a group for the purpose of problem solving. Managers don't need to generate solutions through the membership, problem solving is conducted through an array of options set up for such occasions, and they merely implement strategies and actions called upon by the conditions at that moment. Leaders, on the other hand,function at the more basic level where problem-solving and decision making tend to evolve out of group interactions. And then, of course, there are the fuzzy areas that are not clear cases of either managing or leading but a hybridization of them.

The majority of the papers in this monograph, although the term "leadership" is used in virtually every one, are concerned with several management aspects of vocational education. This work is an invitational monograph. Dr. Gilli, the coordinator of the Vocational Education Leadership Institute, invited each author to write on preselected topics. Such an approach was utilized in the interest of ensuring some breadth of treatment of the subject. The editors, with the permission of each of the contributors, have resorted to minimal editing of the papers in the interest of maintaining the original flavor of each author's contribution.

The first paper, "The Vocational Education Leadership Insititute: Some Introductory Comments", was the opening presentation to a New York State Conference on leadership in Vocational Education made by Dr. Gilli. At that time he was coordinating a state-wide leadership institute for vocational education. The presentation provides an overall description of the status of the institute at that point in time (summer 1980).

"Leadership in Education", by James J. Countryman, was a luncheon presentation in the same leadership institute alluded to above. Countryman is an excellent speaker, and this is reflected by his paper. As the reader will find, Countryman's comments are concise, well stated, and most appropriate for the meeting in which they were made.

During 1979 to 1980, Dr. Peters presented his topic on several occasions to most of the groups in the leadership institute. He seems to be notably adept at "doing" exactly what he wrote about.

The title of his paper is "Interfacing Vocational Education with the Total Educational System".

Vocational education, like all professions, has its share of venerated spokesman. Near the top of many individuals held in high regard in vocational education is Lowell Burkett. Among his accomplishments, he served as executive secretary of the American Vocational Association for a number of years. His thoughts on the relationships between federal legislation and vocational education were well received. The title of his paper is " A Review of Federal Legislation in Vocational Education."

New York, like many other states, has had difficulty in establishing articulation between secondary and post-secondary vocational educational institutions. In New York, the area vocational schools are known as BOCES* (Boards of Cooperative Educational Services). New York was one of the first states to develop the area vocational school concept through their BOCES (in the 1940's). Interfacing between BOCES and the two year colleges, a difficult task under the most ideal conditions, is being attempted in a serious manner in various locations. Earl MacArthur's paper discusses the entire notion and cites several cases where articulation is being done successfully.

An interesting point of view and presentation is offered by Albert Pautler. His topic is " The Role of the Vocational Education Curriculum Worker". The reader is urged to review the points proposed by Pautler in his paper and to make a special note of the suggested competencies that the curriculum worker should possess.

---

* An importance difference is the BOCES provides other services in addition to being the Area Vocational School for their sponsoring district.

Robert Sekowski was sought by the editor to treat the topic "Planning a Public Relations Program". He has achieved notable success in such endeavors, which are of considerable concern during these times of critical reviews of educational expenditures. The presentation provides sufficient detail to be of value to readers who have a practical interest in the subject.

"The Problems of Vocational Education Leadership" was the subject assigned to and accepted by Robert Sorensen. His administrative posts in vocational education during the past decade have provided him experience in dealing with a rich variety of problems. Sorensen skillfully develops these in his most worthy presentation.

The next paper in the series has a broader theme: "Educational Leadership for the 80's". This topic provided Marbin Feldman with a vehicle which enabled him to expound upon some of his views on the subject. His comments are of considerable interest to futurists.

The final presentation "The Role of Vocational Studies in Career Education", written by the coordinator, was made before a group of "non-vocational" educators. It served as an attempt to explain the "place" of vocational education within the overall framework of career education.

Last and perhaps least, are some closing remarks by the editors regarding the monograph's contents.

The editors had no financial assistance in putting this work together, as reflected in the simplicity of the format. In spite of this, cooperation was obtained from many individuals. Special thanks are offered to the authors; without their writings, this monograph would not have materialized.

Errors and ommissions should be attributed to the editors.

Angelo C. Gilli, Sr.
Lynne Moore Wilcox

THE VOCATIONAL EDUCATION LEADERSHIP INSTITUTE: SOME INTRODUCTORY COMMENTS*

by

Angelo C. Gilli, Sr.

WHY HAVE A VOCATIONAL EDUCATION LEADERSHIP INSTITUTE?

The need for improved, more thorough and continuous training and upgrading of pre-service and in-service of administrators of vocational education is recognized in New York State. The existing delivery service for education/occupational education at all levels, secondary, post-secondary, and adult indicates a need for an on-going program for the training of administrators and supervisors.

Administrators and supervisors of occupational education programs in New York State receive little or no specific occupational administrative training. Only occasional in-service training and informal advice from colleagues is available. Many of the tasks and responsibilities of an occupational education administrator are different from those of tradititonal academic administrators, which is one of the basic rationales for establishing this Institute. They are not offered in typical programs for preparation of school administrators. Colleges and universities that do offer programs for the preparation of occupational administrators have few, if any, teacher educators with experience in the day-to-day problems and issues faced

---

*This presentation was the lead-off presentation at the state-wide conference of vocational education leadership held in Utica (New York) in early June, 1980. The event was sponsored by State University of New York College of Technology and the New York State Education Department. The conference was planned and directed by Dr. Gilli, who served as the Coordinator of the Vocational Education Leadership Institute at that time. There were approximately one hundred participants at the conference from secondary and post-secondary institutions throughout New York State.

by occupational program educators. Furthermore, there are relatively few positions as assistants to administrators of occupational education that could be considered as training sites for preparation of new leadership candidates. Because of these factors, employing agencies are unable to find candidates with appropriate occupational education leadership training and experience. This fact is of special urgency at the present time (i.e. 1980) because about fifty per cent of all secondary administrators of occupational education (in New York State) may retire within the next five years, and there are periodic openings for such administrators at the junior college level as well.

Therefore, the need exists to put in place a delivery system to prepare individuals for leadership roles in New York State's occupational education programs. The strategy embraced within the Vocational Education Leadership Institute is comprised of several parallel and compatible techniques that seek to provide pre-service and in-service preparation to selected individuals who have been recommended by their chief school officers.

VOCATIONAL EDUCATION LEADERSHIP INSTITUTE OBJECTIVES

There are eight broad objectives for this Institute, which are listed below:

A. To put in place a delivery system to prepare occupational leaders, which has components that are both individually and group designed;

B. To identify and serve persons who will be technically eligible for certification or service as occupational administrators.

These are divided into three groups of people, which are identified as phases. Phase I consists of teachers and other educational personnel related to instruction who have interests in preparing for administrative leadership in vocational education. They have been recommended by their chief school officers. The activities provided for this group include:

a) self-initiated, individualized learning units;

b) quarterly seminars;

c) an early summer seminar/conference

The second group (or phase) is comprised of administrators from various school settings who, in the opinion of their chief school officers, have potential for becoming administrators and leaders in vocational education in the future. The services provided this group includes two, two-day workshops.

The third group (Phase III) served by the Institute are experienced vocational education administrators from both secondary and post-secondary levels. They are provided one in-service type conference.

C. To assess candidate's deficiencies as they relate to the recognized competencies necessary for successful service as a leader in occupational education;

D. To provide training in the competencies necessary for the candidate to provide successful service;

E. To implement a model program for the state in order to provide a continuing source of adequately trained occupational education administrators;

F. To develop a personnel bank of qualified individuals in order to provide quidance and assistance to those agencies where such positions are available;

G. To supplement present development of occupational education leadership preparation that is not solely based on collegiate preparation;

H. To develop a state-wide leadership program with individuals and agencies articulating the program with institutions of higher education.

INSTITUTE DESIGN: GENERAL CONSIDERATIONS

The Institute offerings provide an opportunity for several approaches to learning. These are:

1. Self-initiated, individualized learning units;
2. Small group seminar-workshop settings;
3. Large group lecture settings.

All three approaches are utilized for the first group (Phase I), which consists of teachers and other educational personnel related to instruction who have interest in preparing for administrative leadership in vocational administration. These persons were recommended by their chief school officers and then selected by the advisory committee. A flow diagram indicating the sequence of activities associated with the group one participants is displayed in Figure one. A typical sequence of events for a participant in Phase I is described through the flow diagram shown in Figure two. A total of 30-34 individuals had been admitted into the group I activities and have been divided on a geographic basis, which is displayed in Figure three.

The self-initiated instructional modules available for the Phase I participants are listed in Table One. It should be noted that there are a total of nine such modules available. During the academic year 1979-80, which started near mid-year, the average participant completed one or two of the nine modules. The remaining seven modules are available for completion during the 1980-81 academic year.

The Phase I participants also had small group seminar type activities provided for them on a regional basis. These were provided in groups that did not exceed ten persons. Twelve of these seminars were completed for all regions the past academic year, with a total of six for each of the regions. These are listed in Table Two.

Therefore, in reviewing the accomplishment of the Phase I participants during this year, the following achievement can be noted:

1. Completion of one-two self-initiated instructional modules;
2. Completion of six small-group seminars per person;
3. Completion of four larger group seminars for each participant.

Projected 1980-81 goals for Phase I participants include the following:

1. Completion of self-initiated instructional units (modules up to and includ ing IX are available);
2. Attendance and participation in a total of eight small group seminars; (Seminar topics presently under consideration are listed in Table Three).
3. Attendance and participation in four larger group seminars

at the summer conference of 1981.

Phase II participants are contemporary administrators who show promise as potential vocational education administrators. Candidates for this group were selected by a two-step process:

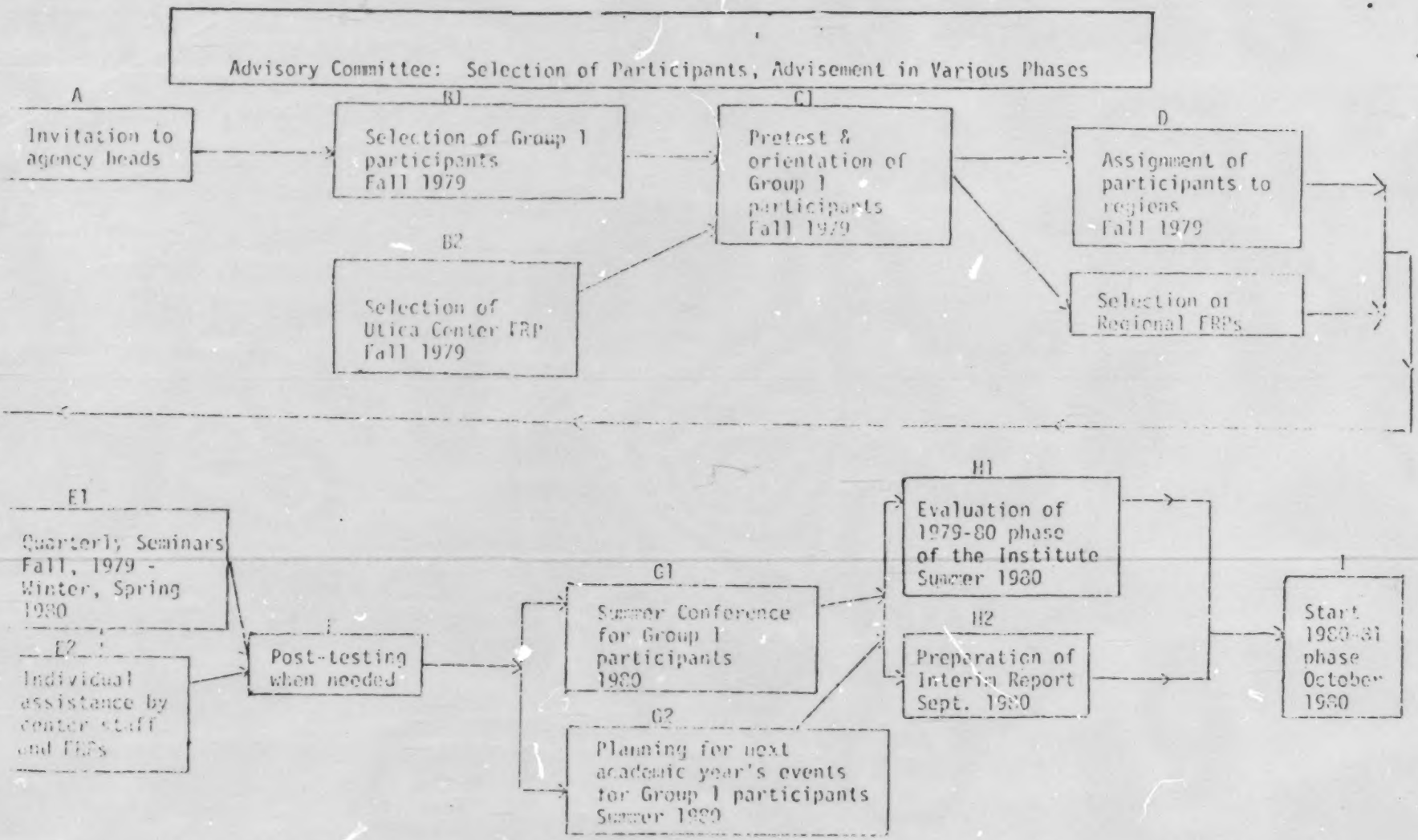
1. Identification and recommendation by their chief school administrator;
2. Selection by the advisory committee.

This group has been provided a two-day orientation and presentation session in late March of 1980 and were convened for the second time in an early June 1980 conference, again for four presentations.

Phase III participants, who are made up on contemporary occupational education administrators who desire specialized in-service workshops and seminars in the vocational leadership area, have also been drawn from throughout the state. Potential participants were identified through a state-wide survey conducted in late fall of this year. Included in the survey were queries as to interest ratings on a number of vocational leadership skills and tasks, from which the presentation topics for the June conference were selected.

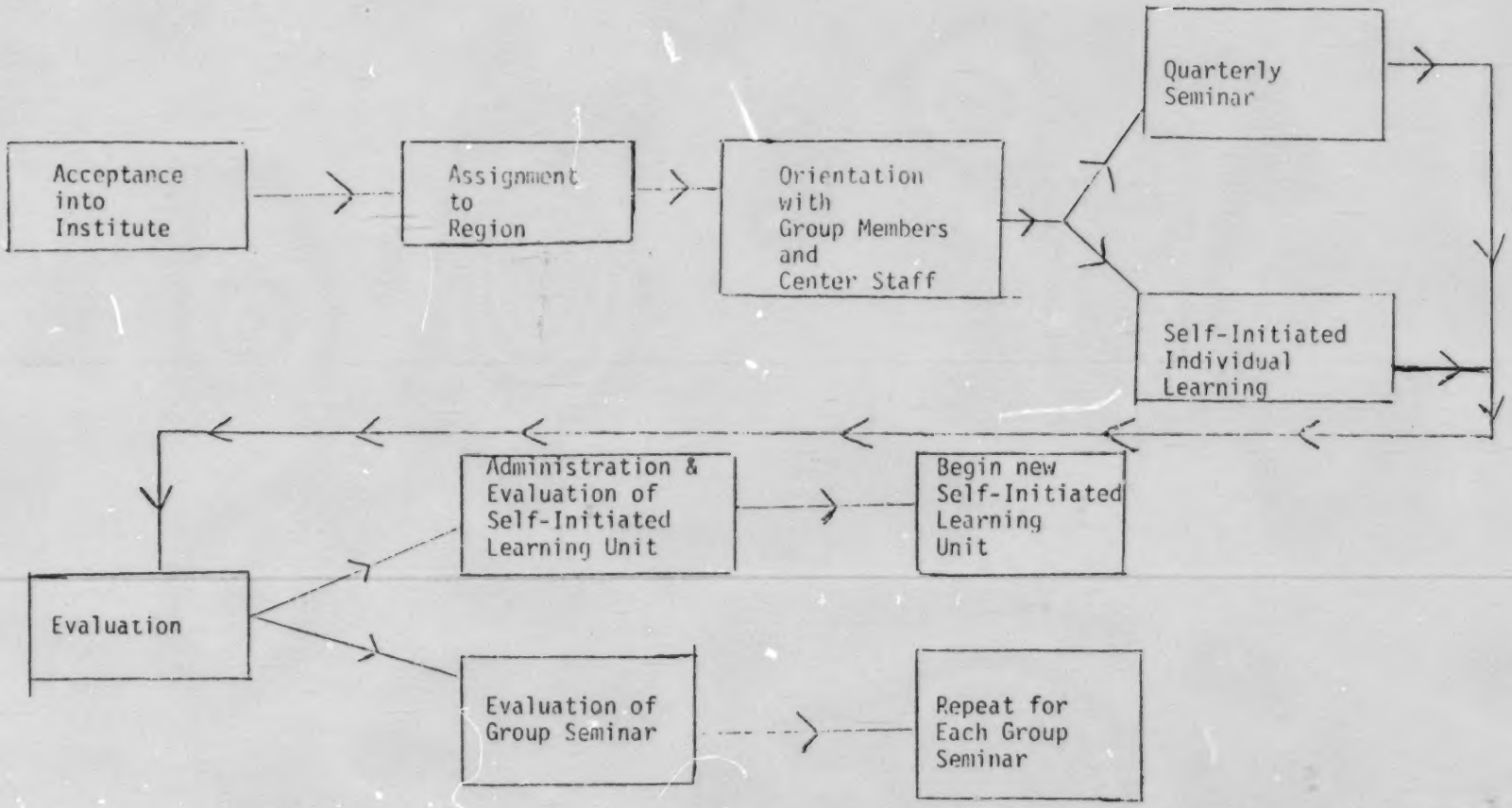
The June 1980 summer conference was one in which the participants from each of the three phases came together to attend their conferences at the same time. There are some events in the two-day program in which all participants came together, and there were others where they were divided into their own unique groups.

TABLES 1 - 3 and FIGURES 1 - 3


Advisory Committee: Selection of Participants, Advisement in Various Phases
A
Invitation to agency heads
B1
Selection of Group 1 participants Fall 1979
B2
Selection of Utica Center FRP Fall 1979
C1
Pretest & orientation of Group 1 participants Fall 1979
D
Assignment of participants to regions Fall 1979
Selection of Regional FRPs
E1
Quarterly Seminars Fall, 1979 - Winter, Spring 1980
E2
Individual assistance by center staff and FRPs
F
Post-testing when needed
G1
Summer Conference for Group 1 participants 1980
G2
Planning for next academic year's events for Group 1 participants Summer 1980
H1
Evaluation of 1979-80 phase of the Institute Summer 1980
H2
Preparation of Interim Report Sept. 1980
I
Start 1980-81 phase October 1980

FLOW DIAGRAM
Group 1 Participants: Summer 1979 to Sept. 1980
Figure 1

7a


Acceptance into Institute
Assignment to Region
Orientation with Group Members and Center Staff
Quarterly Seminar
Self-Initiated Individual Learning
Begin new Self-Initiated Learning Unit
Administration & Evaluation of Self-Initiated Learning Unit
Evaluation
Evaluation of Group Seminar
Repeat for Each Group Seminar

FLOW DIAGRAM

Typical flow of activity for an individual participant in Group 1

Figure 2

The Vocational Education Leadership Institute

Phase I

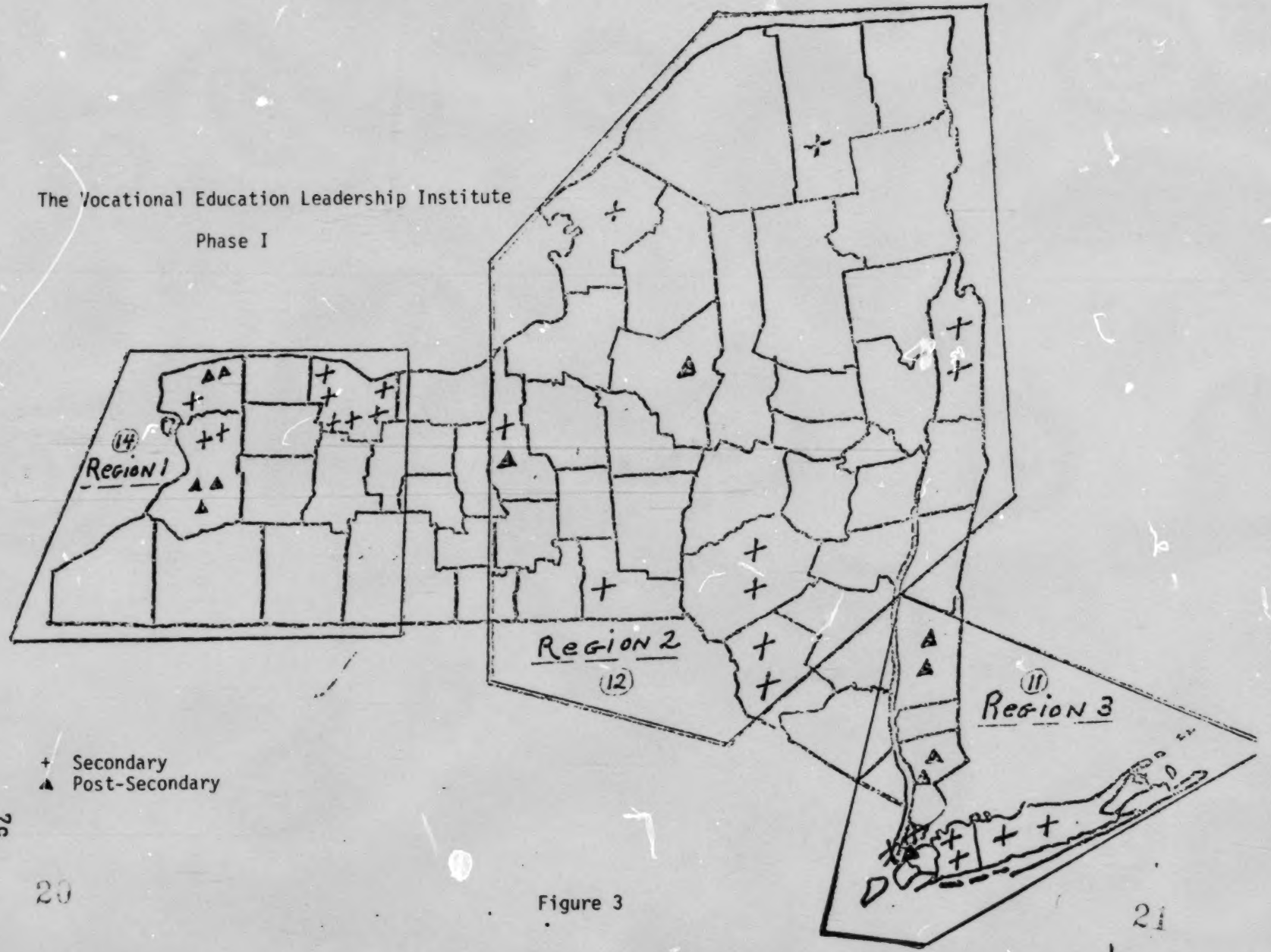


Figure 3

Table 1

Vocational Education Leadership Institute

SELF-INITIATED INSTRUCTIONAL MODULES

MODULE	
A-I	ORIENTATION TO VOCATIONAL EDUCATION
	1. a) Select Historical Aspects of Vocational Education
	b) Philosophy of Vocational Education
	2. a) Vocational Education Delivery Systems
	b) Vocational Education Programs
	3. a) Organizational Structures in Vocational Education
	b) National
	c) State
	d) Regional - Local
	4. a) Principles and Practices of Vocational Education Curriculums
	b) Strategies for Implementation of Vocational Education Curriculums
A-II	THE VOCATIONAL EDUCATION TEACHER
	1. Organizational Climate in Vocational Education
	2. Teacher Development
	3. Environmental Factors Influencing the Vocational Education Teacher
	4. Evaluation of the Vocational Education Teacher

Table 1

A-II Continued	5. Future Growth Activities for the Vocational Education Teacher
A-III	THE VOCATIONAL EDUCATION STUDENT
	1. Needs and Interests of Vocational Education Students
	2. Courses of Study in Vocational Education
	3. Assessment of Performance Objectives
	4. Assessment of Individual Units of Instruction
A-IV	THE TEACHING PROCESS
	1. Assessment of the Teaching Process
	2. Selection of Student Instructional Materials
B-I	PROGRAM PLANNING
	1. Development of Techniques for Vocational Education Program Planning
B-II	STUDENT ASSESSMENT AND VOCATIONAL EDUCATION PLANNING
	1. Implementation of Student Assessment Techniques
	2. Implementation of Assessment Techniques Essential to Planners
C-I	LOCAL PLANNING
	1. Assess Individual Needs and Interests in Vocational Planning
C-II	MANPOWER CONCERNS
	1. Assess Local Manpower Needs for Use in Planning
C-III	PROGRAM - SERVICES
	1. Develop Procedures for Determining Vocational Program and Support Services Needed

Vocational Education Leadership Institute

PHASE I SEMINARS

January 18, 1980 - May 10, 1980

Seminar Topics

1. Student Recruitment, Guidance and Testing Services (Region I)
2. Vocational Assessment (Region I)
3. How to Conduct Workshops and Other In-Service Programs (Region I)
4. Post-Secondary Funding in Vocational Education (Regions I, II, III)
5. Secondary Funding (Regions I, II, III)
6. Interfacing Vocational Education with the Total Education System (Regions I, II)
7. Promoting Good Public Relations (Regions II, III)
8. Utilization of Advisory Committees (Region II, III)
9. Standardized Instruction Vs. CBE (Region I)
10. Secondary School (BOCES) Operations Budget (Region III)
11. City School District Vocational Education Budgets (Region III)
12. Evaluating Vocational Education Program Outcomes (Region III)

Table 2

Table 3

Vocational Education Leadership Institute

FUTURE SEMINAR TOPICS

(Phase I)

The Role of Vocational Education Administrators in:

- Collective Bargaining and Other Faculty Union Activities
- Curriculum Development and Revision
- Survey Student and Parent Interests (How To)
- Identification of Entry-Level Job Requirements
- Provision of Student Job-Placement and Follow-Up Services
- Helping Job-Changers Through Vocational Education
- The Role of Vocational Education in Self-Initiated Learning
- Development of Vocational Education Consortia
- Articulation: CETA and BOCES
- Articulation: CETA and Two-Year Colleges
- Evaluating Vocational Education Program Outcomes
- Establishing and Maintaining a Student Resource Center
- Interpretation and Use of Research Results
- Design and Supervision of Local Research Studies
- Diffusion of Innovative Practices
- Design and Conduct of In-Service Workshops
- OSHA and the Vocational Education Programs
- Proposal Writing (for State Funded Projects)
- Coordination of Local, Demonstration, and Exemplary Programs
- Interpretation and Application of Labor Laws and Affirmative Action
- Provision of Adult Education Programs
- Establishment and Conduct of Preventive Maintenance for Equipment and Facilities
- Development and Conduct of Student-Youth Organization Activities
- Vocational Assessment of Students
- Follow-up Studies: Initiation, Conduct, Interpretation, and Use
- Development and Conduct of Cooperative Education Programs

EVALUATION

There will be both product and process evaluation. The approach to evaluation will vary slightly from phase to phase, although there will be some commonality.

The evaluation of the Phase I activities and outcomes consist of the following:

1. An oral evaluation upon completion of each self-initiated individualized instructional unit. This is conducted by the Vocational Education Leadership Institute Coordinator at a time deemed appropriate by the Field Resource Person assisting the Phase I participant and the participant.
2. Participant evaluation, on a five to seven item type questionnaire, of each seminar presentor (both small group and large group);
3. A questionnaire to be sent to each Phase I participant during the summer of 1980 to assess their attitudes regarding the process and the outcome of the Institute's activities;
4. An evaluation by the center staff of the overall operation;
5. A broad evaluation of the Phase I (along with other) Institute activities during the past year by the Advisory Committee.

Evaluation of the Phase II activities and operations will be determined by questionnaires sent to the participants to judge the value and importance of each presentor during their lecture seminars

and also another questionnaire will be sent to solicit their attitudes toward the overall activities provided for them during the two, two-day conferences.

The Phase III participants will be given a questionnaire in which they will be asked to offer their judgements regarding the value of the activities provided to them during the summer conference.

An overall evaluation of the entire Institute will be made based largely upon the results obtained from the morc specific evaluations described above. An evaluation of this confernece will also be made. These in turn will be included in the final report for the first year's activity of this Institute.*

* Dr. Gilli resigned as Coordinator soon after this presentation was made and was not involved with the writing of the final report.

LEADERSHIP IN EDUCATION*

BY

James J. Countryman

Welcome to the Leadership Institute and to the College of Technology. It is a pleasure for me to share in your efforts and to be part of your program!

It is, perhaps, interesting and relevant to review with you the process by which I joined you today. Some two months ago, Dr. Gilli came to me and asked me if I would kick off this conference--to keynote it. My immediate reply was that I had only one speech and I had already given it to this group. When that did not work, I asked for more information. His response included: The purpose of the Institute is to provide for the preparation of Vocational Education Leadership in the future. I was to speak to three groups--teachers who had been nominated for future leadership roles, experienced administrators in other areas who wanted to move into vocational education, and experienced administrators in vocational education. "And by the way don't forget to sell the College!" He further informed me that if I did a good job, my speech would be published, subject to his editing of course! Finally, he wanted my speech title because he wanted to put the brochure together that day.

* Dr. Countryman is Vice President for Academic Affairs at SUNY College of Technology and is known for his "on target" style of humor. This presentation was made at the "kick-off" luncheon of the state-wide conference. The reader, like the audience, will find his comments well taken as well as witty. (Editors' note)

The last item was easy. Administrators are used to making decisions with sketchy and incomplete information, so I gave him a title. The rest of my charge can be summarized in four areas:

1. My central theme is leadership.
2. I am to address three groups -
   a. the uninformed and optimistic.
   b. those that ought to know better inasmuch as they were already in administration, and they were asking for more problems.
   c. those that knew more about the subject than I.

   My responsibility is to say something to each group.
3. My work will be evaluated for publication.
4. I am to leave a positive image of the College.

In a sense, these responsibilities represent in microcosm our conference this week. As I review the programs, I find under Item I:

Albert Pautler - Curriculum Development: Some Guidelines for Administrators.

Robert Sorenson - The Problems of Vocational Educational Leadership.

Item 2:

Angelo Gilli - The Role of Vocational Studies in Career Education.

Marvin Feldman - The Provision of Individual Student Needs.

John Glenn - Vocational Educational Delivery Systems.

Earl MacArthur - Articulation Between BOCES and Two-Year Colleges.

Lee Peters - Interfacing Vocational Education with the Total Educational System.

Item 3:

Lowell Burkett - Vocational Education and Federal Legislation.

Donna Santa - Supervision and Evaluation of School Personnel.

Item 4:

Robert Sekowski - Planning the Public Relations Program.

In order to make the speech title legitimate and develop my central theme, I shall move on to a few comments on leadership. In my view, educational leadership, or management if you prefer that term, is like driving a rear engine Volkswagon. You do not really steer; you just aim it and hope you can keep it between the white lines that mark your lane. My purpose today is to set up a few points which will help you locate the white lines -- but first a story.

I had to travel down to New York City last week and had some business in a building near Central Park. On the way to my appointment, I noticed two tattered gentlemen sitting on a park bench and since their voices were cultured, I slowed momentarily to listen to their conversation. One man asked the other, "My good man what brought you to this state of affairs?" His reply, "I was a BOCES director and my problem was that I took everyone's advice." The other snorted and said, "My problem was that I, too, was a BOCES director and I took no one's advice!"

These are obvious guideposts. There are times when you take no one's advice, but you can only afford to do this after you have listened to everyone's advice. Whether we like it or not, we are in a consultative environment and the days

are long since past when you can operate as a free agent. One must listen, and listen carefully, to a wide variety of constituents as you aim your venture in whatever direction you have chosen.

There are other ways to listen, for example, reading articles and books. Professional reading should be scheduled as part of your workday, using prime time--not in the evening when you are too tired to really comprehend. Much of what we read cannot be used verbatim, but it does help us set guidelines. By the way, I would recommend to you Louis B. Mayhew's book Surviving the Eighties. It is published by Jossey-Bass.

One must also have a sense of history and reflect occasionally on where your venture fits in this pattern. For instance, my formal education began with eight grades and kindergarten in one room. The beginners had the small desks at the front of the room and as you grew educationally you were moved back--promoted. In those marvelously unstructured times you could be moved back any time the teacher felt you had mastered the basic competencies of the level you were originally assigned. Given this experience, I now understand elementary education teachers when they talk about individually graded instruction, and I understand the vocational educators when they talk about competency-based teacher education.

Reading, a sense of history, and reflection also helps us keep up with current vocabulary. Remember we are all part of a profession that changes the vocabulary and creates a whole new crop of experts about every 20 years! I am amused by the

insistence upon the use of the term teacher education these days. I was prepared as a secondary school teacher some 30 years ago. The curriculum was basically liberal arts and professional education was added almost as an afterthought; we called it teacher training. Today the curricula are largely professional with severely diminished liberal arts requirements and they call it education.

My talk on leadership would not be complete without a word on government regulations, but that reminds me of another story.

At one time I found myself as the chief academic officer of the smallest campus of a five campus system. A professor in one of the other campuses arranged with a student to procure monkeys for research that he wanted to do. The student provided the monkeys as requested. However, the monkeys were sick and the professor refused to pay for them. The student then brought suit against the university for payment and the univeristy ultimately paid about $300.00 to settle the altercation.

A few months later, a general policy was issued by the main campus directing that all campuses constitute an Animal Care Committee that would provide provisions for the procurement, maintenance and disposal of any laboratory animals. The rationale given was that lack of such a committee would jeopardize government grants. Further, a clerk was designated in the Business Office to monitor all purchase orders to ensure compliance.

My reaction was to call the appropriate vice president on the main campus and say that we were "over-committeed" already and that we simply could not spare the manpower for such a task. We were fully cognizant of the requirements and besides that, my secretary was a charter member of the local Humane Society. Before we began using animals, we would comply full with the directive and all regulations.

Some time later, I received a telephone call from the Vice President and the first thing that he said was, "Where is your Animal Care Committee?" I reiterated my earlier argument that before we began using animals, we would comply with all regulations. He said, "I just received a call from the Business Office and they said you signed a purchase order for 50 cats." I replied, "Yes I did, and I can assure you that those cats are suffering no pain and are resting very comfortably because, if you read the second line of that purchase order, you will find that those cats are pickled in formaldehyde." We were using them in the biology laboratory for a physiology course we were teaching.

I like this story very much because it is a true story and is very much representative of the actions of the Federal, State and Local governments today. In our state, the worst offender is The State Education Department. We as individuals cannot escape this accusation either. We are all prone to let sick monkeys get us into the business of watching pickled cats! Do you agree that five percent of our students or faculty or other constituents cause 80% of our problems? I think we do.

To whom do we respond and for whom do we write the rules and regulations? -- the 95% or the 5%? I think the message is clear.

My final observation is the simplest, most important, and probably the most difficult to observe. That is, we must learn to relax and take a detached view of our job. Most of us have a tendency to take ourselves much too seriously and we forget that in very many areas we have little or no discretion. We can set the tone and the style of the operation and contribute much, but the enterprise does not really rise and fall on us alone. It is a team effort and real changes in the organization came painfully slow, if at all.

I shall close my remarks with a confession. I am one of those very fortunate people who is doing exactly what he wants to do for a living. Of course my salary is important to me, and there are many aspects of my job I would prefer not to do but in aggregate, I am doing exactly what I would do voluntarily if I did not need the money for a living.

I hope as you enter or continue, as the case may be, your careers in leadership, you will be able to say the same!

Thank you.

INTERFACING VOCATIONAL EDUCATION WITH THE TOTAL EDUCATION SYSTEM*

By

Lee G. Peters

INTRODUCTION:

It's great to be back with the Institute. The last time I was here, Dr. Gilli asked me to talk for 3 hours within the context of a small seminar. Being asked to present for only an hour this time means that I won't have to repeat myself.

My presentation, although entitled "Interfacing Vocational Education with the Total Educational System" could also be labeled "Survival Can Create Strange Bedfellows".

Webster defines "interface" as the common place or places at which two systems meet. It's interesting to me how interface only becomes a major issue when subjected to the pressures of declining enrollments, tight tax dollars, and less federal and state support.

Because there are natural areas of interface between vocational education and the total system doesn't mean that the joining will be easily accomplished. The marriage of "strange bed-

* Lee G. Peters is a District Superintendent in New York State. He has considerable experience in bringing the vocational component of education into a harmonious configuration with other aspects of public education. In this paper, Dr. Peters elucidates upon several of the important issues regarding this concern. The author's sense of humor, injected near the middle of his presentation and included here, was a most enjoyable respite from the more somber aspects of the topic. (Editors' Note)

fellows" will occur through effective leadership, rational planning, and creative politics.

There are several factors presently mitigating against interface.

A. Let's look at the image of vocational education.

1. We are the step-child of education.

Our image has improved, however, the overall view of education in general is frightening. Our goals are doubted, our products suspected, and our cost an area of tremendous political activity.

With this pressure on education in general, it's no wonder we as a stepchild feel an even greater pressure to survive.

2. Our image is developed by society's perception of our purpose.

Books on curriculum development usually don't mention occupational education or merely discuss us as an afterthought. Teacher training institutions usually don't discuss our programs with their students. Business and industry claim we are hard to deal with.

The 1979 Gallup Poll on citizens attitudes toward schools throws us this caveat; "The curriculum should offer vocational education for students who don't plan to go to college."

Interface is seen only for those who are not college bound.

3. Our image is perpetuated by governmental doctrine.

When vocational education is mentioned in federal proposals, it is thought of as a program for drop-outs and unemployed youth. Allocations for equipment are based considerably on

an area's percentage of disadvantaged which implies that vocational education serves society's needs best in disadvantaged areas.

Our Image In Summary:

We are the stepchild of a distrusted agency. Society and government view our program to be primarily for non-college bound, unemployed, disadvantaged people.

To the uninitiated, a discussion of "interface" might mean a simple rethinking of education with the curriculum developers and planners merging occupational education with the rest of the educational system. To some extent that is true, however, vocational leaders must also deal with the "stepchild" image as they seek full partnership in the educational community.

An Interesting Fact:

In 1978, 83% of all employed people in New York State were not college graduates.

In 1979, some 75% of all high school graduates were in college prep programs.

Some individuals have accused vocational educators of training our students for non-existent jobs. I would suggest that our high schools are training students for non-existent college degrees.

At this point, let me state for the record, my firm belief that vocational education does and should interface with the total educational system.

B. In addition to our image, we are also faced with the reality of categorical development or a separatist evolution.

It seems as though anything other than "usual education" - the normal basic skills or college prep packages - is treated as a separate distinct area of concern.

EXAMPLES: Gifted and Talented, Title I, Special Education, Career Education, and most recently Basic Skill Remediation.

The separatist development is caused by categorical treatment. For instance, separate departments or bureaus are created to manage these separate programs. Financing is based on categorical grants or aid; i.e.: the money must be clearly spent to develop that program without supplanting or supplementing other existing programs.

The only understandable explanation for this type of development lies in the notion of accountability. If the programs' goals and finances are kept categorical and isolated, they can be more easily evaluated.

Vocational and occupational education have been treated as isolates. The age of accountability has by practice helped mitigate against interfacing and accidentally led to a potential "conflict of mandates".

Summary:

When program areas are developed in isolation, they can eventually come into conflict for resources, even though they really are all part of the total system.

C. The most obvious clash of mandates strangely enough occurs at a natural area of interface - BASIC SKILL COMPETENCY REQUIREMENTS AND PRIORITIES.

Because of public, higher education, and industry's concern over the lack of reading, math and writing skills among our high school graduates, the Board of Regents have required the passing of Regents Competency Tests for graduation in New York State.

Speaking of competency tests reminds me that I have some questions from a test I'm developing for vocational education administrators.

Question #1

You are having lunch with a prospective customer talking about what could be your biggest sale of the year. During the conversation a blonde walks into the restaurant and she is so stunning you draw your companion's attention to her and give a vivid description of what you would do if you had her alone in your motel room. She walks over to the table and introduces herself as your client's daughter. Your next move is to:

a) Ask for her hand in marriage.

b) Pre tend you've forgotten how to speak English.

c) Repeat the conversation to the daughter and just hope for the best.

Question #2

You've just returned from a trip to Green Bay, Wisconsin in January and tell your boss that nobody but whores and football

players live there. He mentions that his wife is from Green Bay. You:

a) Ask what position she played.

b) Ask if she's still working the streets.

c) Pretend you're suffering amnesia and don't remember your own name.

Question #3

You are at dinner with a customer and his wife who looks like the regional runner-up of the Phyllis Diller lookalike contest. Halfway through dinner you feel a hand on your lap. If you are resourceful you will:

a) Accidentally spill hot coffee in your lap.

b) Slip a note to the waiter to have your customer paged and see if the hand goes away when he does.

c) Excuse yourself and go the men's room. If he follows, don't come out until you have a signed order.

I don't mean to belittle competency requirements. It is my opinion that mandating reasonable standards of basic skill mastery is a NOBLE educational goal. The mandating of opportunity for an "occupational education" for every high school student with an interest is also a NOBLE educational goal.

The ability to interface these two mandates may determine the survival of B.O.C.E.S.* Occupational Education Programs.

---

* Board of Cooperative Educational Services. These institutions serve several functions as well as being area vocational schools. (Editors' Note)

In many occupational programs you will find youngsters who are also having academic problems at the local high school. Because of mandated remediation for these youngsters, in addition to their 1/2 day academic program, a conflict of time may develop.

A decision could be made to keep the student at school rather than send him for a half day program at B.O.C.E.S. or other facilities.

The occupational training facilities and staff can supplement their curriculum and offerings to accommodate basic skills instruction. This will be interfacing and allow the student to receive the benefits of both educational goals.

Summary:

A conflict of mandates in education can lead to the denial of an important training for students. This obviously mitigates against interface.

D. One of the major problems affecting interface is the cost of specialized equipment to run our programs.

As the demands of the job market change, they are more technological. The cost of replacing or updating machinery or tools of the trades is prohibitive.

As we now know, VEA funding has been reduced for this year, and has an even gloomier future.

The prospects for support from the public at large are not encouraging. In 1960, 59% of all voters for school budgets were parents of students. If parents are more apt to be our positive voters, then what happens in 1985 when only 21% of

all voters are projected to be parents?

Support from the governmental bodies will become less prevalent as the dollars shrink and demands from the other agencies increase.

Summary:

One major problem mitigating against interfacing of occupational education with the total education system will be the inability of occupational programs to keep pace with the training demands from the job market.

E. There seems to be a lack of well defined curriculum in the vocational field.

Everyone here can take issue with this mitigating factor. Each of us has an area we have worked especially hard to clarify. However, the point is that there are few well developed curriculum scope and sequences available for vocational programs.

Because of the rapid change in the job market areas of demand, it would require an everchanging curriculum, and this may be one of the reasons for a lack of written curriculum in occupational education.

Summary:

Another factor which mitigates against interface is a lack of defined curriculum in occupational education.

Now that some of the reasons for lack of interface have been presented, we should discuss positive actions which will bring occupational education into the sphere of total education.

There are some areas of interface which you as vocational education leaders should cause to happen for the sake of the total education enterprise.

The basic skills, reading and math, can be incorporated and dovetailed between local high schools and B.O.C.E.S. or occupational education programs.

Vocational programs can deal more effectively with the handicapped population. Instructors must become more able to teach handicapped - the basic educational goal for persons in this category is employability.

Successful programs have demonstrated the vast potential for preparing even seriously handicapped persons to become productive and self-supporting. Currently, occupational education is serving only about one quarter of the secondary school population identified as handicapped and receiving services in public schools. Items in need of additional support in the area of occupational education for the handicapped are:

a) assessment of needs for equipment, facilities, and staff;

b) instruction, including teachers in multi-occupational exploratory programs, instructional aides in regular occupational education programs to ensure safety and quality of instruction through limitation of class size where mainstreaming occurs;

c) support personnel for related areas of instruction;

d) inservice education for regular, special, and occupational education teachers in a collaborative, cooperative venture of serving the handicapped; special instructional resources, and in some cases, specialized equipment and minor remodeling of facilities;

f) development of an interagency continuum of services for the handicapped.

As our society grows older, more of the emphasis for education will rest in continuing education programs. The changing job training needs of adults, many of which will need to retrain four different times over the next twenty years, represent one of the greatest areas of educational need. By assuming the major responsibility for meeting this need, vocational education can reach legitimate interface with higher education.

Projections by the Economic Development Board show the general population of New York remaining stable or even decreasing slightly through the remainder of the 1970's and the early 1980's. However, these same projects show a 4.2 percent increase in the 20-24 age group between 1975 and 1985, a 22.7 percent increase in the 25-29 age group, a 33.6 percent increase in those 30-34, a 36.4 percent increase in the population ages 35-39, and a 12.8 percent increase in the population ages 40-44. This general aging of the State's population will continue through the rest of the century. For occupational education, the numbers alone are clear evidence of the need for increased funding and planning at the adult level.

Surveys done during the mid seventies illustrated a tremendous interest for continuing education among New York State adults. Eighty percent of those surveyed revealed that their motivation for taking courses was job related.

Vocational education agencies should take the lead in developing cooperative programs with other public agencies rather than engaging in competition for declining students and dollars.

Areas to be considered:

1. Bridge programs from B.O.C.E.S. to Community Colleges.

2. Continuing education ties with industry and colleges.

3. Become the LEA for CETA grants.*

To help effect interface, we must do more staff development with our occupational teachers. SETRC** and basic skills methods courses are of immediate need.

Deal directly and positively with our image. At Cortland-Madison B.O.C.E.S. we formed a Communication Committee to assist our planning in this area. By including executives from radio and newspapers, as well as industrial leaders, we received numerous professional suggestions for a public relations campaign at no cost.

In addition, we indirectly gained the good feelings of very influential image makers.

1. Radio Spots

2. Video Packages for Industry and Schools

Create the planning mechanisms to insure the development of interface with local high schools.

1. Related Skills Program

2. Shared participation in Career Education activities.

3. Committees to explore Values and Attitudes Curriculum for B.O.C.E.S. and local school programs.

Summary:

Interfacing vocational education with the total educational system can easily be more than a subject of academic discussion.

---

* LEA stand for Local Education Agency. CETA for Comprehensive Employment and Training Act.

** Special Education Training and Resource Center (Editors' Notes)

Legislation and mandates have created a separatist condition and have caused vocational education to compete with higher education, basic skills, handicapped programs, gifted and talented for shrinking rousources.

Our survival depends on creative and substantial interface. We must become more astute politically and educationally. We must take the leadership to show the educational community how vocational education can become an effective and vital sub-system which enhances the successful attainment of all educational goals.

A Review of Federal Legislation in Vocational Education *

Lowell Burkett

It has been my privilege to have been associated with vocational education for more than forty-three years. During those years, I served as a teacher, a local vocational director, a state supervisor of trade and industrial education, and as a college instructor. For twenty-three years, I was an active member in the American Vocational Association. During the period that I served the AVA, I had the privilege of working with the membership of the association and the National Congress in the enactment of the Vocational Education Act of 1963, and the Amendments of 1968 and 1976. Even with all of this experience, it would be presumptuous on my part to say that I know all of the techniques that could be used in enacting federal legislation.

Over the years, many people have questioned the need for federal legislation for vocational education, primarily because of the meager amount of money afforded it in the past and because of the rigid rules and regulations which follow the enactment of any federal legislation. It is my belief that every vocational educator should understand the basic concepts and principles behind the enactment of federal vocational education legislation and they should also understand why it is of vital importance to the nation's welfare.

---

* Lowell Burkett served as Executive Secretary of the American Vocational Association prior to his retirement in 1976.

In the following discussion, I will attempt to describe the reasons why vocational education came into being as the result of the 1914 Commission on Vocational Education, which reported to Congress and finally led to the enactment of the Smith-Hughes Act in 1917. I will also explain the rationale behind the federal vocational education legislation today. Hopefully, from this explanation, it will become evident that the reasons for providing vocational education have not changed substantially over the years and that they provide the necessary justification for federal legislation for vocational education.

The 1914 Commission on Vocational Education listed the following reasons to emphasize the need for vocational education:

1. Economic;
2. Social and Educational;
3. Vocational Education as a National Concern.

1. Economic

Vocational education is required to conserve and develop our national resources. As our national resources become more limited, the value of our human resources increase. During the first part of the twentieth century, farming was done on a very small scale and the methods used were quite primitive as compared to today's techniques. However, in recent years this trend has changed drastically as the need for the number of farms diminished.

Farming methods are such today that their success depends upon people with a great deal of training and a large capital investment to operate and maintain large farming operations.

Manufacturing has also changed in recent times. In earlier days, there was an abundance of cheap raw materials, the inventive genius of our people was great, we were organizing ourselves for large scale production, and labor was cheap. When these conditions ceased to exist, we were forced to improve our human skills and expertise , in order to compete with other countries, especially those that were out-stripping us in production and sale of goods.

Another economic need stemmed from the attempt to prevent the waste of human labor. In every community there was a body of unemployed or involuntarily idle people, people who were undertrained or were not productively employed. Vocational education was viewed as a means of improving the quality and quantity of human labor. It also served as a supplement to apprenticeship training programs. Many people had entered into apprenticeships with no help from the schools. They did not have any access to pre-apprenticeship training, career exploration, or career guidance.

Another reason that vocational education was needed was to increase the wage earning power of the people. Many workers were maintaining a very low standard of living. Today we are faced with a similar problem of low productivity (last year there was only

a slight increase in the earning power over the previous year).

Vocational training was also needed to meet the increasing demand for trained workers. The supply of trained workers diminished because of the increased demands of the economy and tougher immigration laws that were shutting out the supply of craftsmen from Europe. Similarly today, our daily newspapers are filled with ads calling for skilled workers while there are many people on the unemployment rolls.

In 1914, vocational education was seen as a wise business investment. By hiring trained employees, businesses and industries could more readily increase their profits. It was also needed to offset the increased cost of living and to help people earn and produce more during their productive years so that they might retire at an earlier age.

Last, but not least of all the economic reasons given for passage of federal legislation for vocational education in 1914 was to increase the prosperity of the nation and to improve our national defense posture. During that time, it was said that the battles of the future would be fought in the marketplaces of the world.

2. Social and Educational

The national commission indicated that vocational training was needed to democratize education because of the diverse interests and abilities of people. Part-time education and training was needed by those who were forced to go to work at an early age. After one or two years of training, people could seek employment and then return for further training later on in life if they so desired.

Vocational training had an indirect , but positive, effect on the goals of general education. It was a well-known fact that some people learned more quickly by " doing " than from reading books and that utility needed to occur side-by-side with"academic" studies in our culture.

In 1914, the industrial and social unrest was thought to be due to the lack of vocational training. Perhaps there exists evidence to support this kind of thinking now, since today it appears our higher standards of living are a direct result of our opportunities for a better education.

3. Vocational Education as a National Concern

As previously indicated, vocational education was needed for economic, social, and defense reasons. Members of the Congress and many people in the Department of Defense believed that without a well-trained work force, the United States could not withstand an attack by another country. Vocational education was viewed as

being essential to preparedness. We learned during World War II that defense training was important and that vocational education could make an important contribution to the nation's stability.

As many of you may know, the Vocational Education Amendments of 1976 will expire in 1981, making it essential for the Congress to amend the 1963 Act again, or to extend the 1976 Amendments. The American Vocational Association, in preparation for the work that they will be doing with the Congress, has gathered a group of people representing all facets of vocational education who have developed " Eight Reasons Why Our Economy Needs More Federal Support For Vocational Education". These reasons closely parallel those offered by the Commission of 1914, and I will restate them in the words of the report of the American Vocational Association. They are:

1. To increase our nation's productivity;
2. To provide skilled workers;
3. To increase the earning power of our people;
4. To improve opportunities for poor students and underachievers;
5. To reduce youth unemployment;
6. To stimulate our country's economic growth;
7. To enhance the partnership between federal, state, and local agencies for vocational education funding;
8. To increase the federal government's credibility.

1. To Increase our Nation's Productivity

Much of the economic well-being of our nation depends upon the ability of the work force to continually produce more goods and services for every hour of work. The economists call this productive growth. However, worker productivity only goes up when individuals possess the necessary skills to get the job done. These skills include basic educational skills, specific occupational competencies, and desirable work habits and attitudes. An increase in productivity can make it possible for employers to pay their employees higher wages. Presently, with the high cost of living, higher wages are essential so that people can maintain their present standard of living.

2. To Provide Skilled Workers

Both the 1979 and 1980 reports from the Joint Economic Committee of Congress have pointed out shortages of qualified workers. However, there are ads in daily newspapers calling for " qualified workers ". But many of these openings are in occupations that are not currently being taught in our vocational programs. Therefore, offering such courses may be the key to what we ought to be doing in the future to provide the kind of trained workers needed in our work force. Despite the current unemployment rate, the demand for skilled workers remains high. Today, there exists a critical mismatch between the skills of persons available for employment and the kinds of skills needed by industries. The forcast re-

leased in January of each year by the Department of Labor indicates that this problem will continue through the 80's. Vocational education can provide training in areas for which future forecasts for employment opportunities look bright. Among such areas identified in the 1978-79 Occupational Outlook Handbook are in the fields of emerging technologies and service-oriented industries. Small business management and ownership, clerical, trade, and technical jobs are other areas where employment opportunities exist. Training programs in these areas will help alleviate unemployment by reducing the mis-match between skills and available jobs.

3. To Increase the Earning Power of Our People

The statistics clearly show that vocational education increases the earning power of individuals. A recent study conducted by the National Center for Research in Vocational Education revealed that family incomes are higher in families where the primary wage earner has had vocational training than in families where the primary wage earner has not had such training. The National Longitudinal Survey of the Class of 1972* reporting on the first year after high school earnings of survey participants shows that male high school graduates who did not attend college earned more if they had taken vocational education in high school (than if they had not).

---

* Peng, Samuel S., et al. National Longitudinal Study. Washington: National Center for Education Statistics. 1977.(Editors' Note)

4. To Improve Opportunities for Low Socio-Economic Students and Underachievers

Vocational education serves large numbers of poor students and students of low scholastic abilities. More than one-third of all students of low and/or average socio-economic origin and scholastic ability were enrolled in twelfth grade vocational education programs. Less than ten per cent of all white students with high and/or average socio-economic backgrounds and scholastic ability were enrolled in vocational programs.

5. To Reduce Youth Unemployment

In January 1980, the administration introduced a major piece of youth initiative legislation. The goal of this massive federal program is to reduce the high rates of youth unemployment by tailoring educational and work programs to their needs. Vocational education could be a central part of this program. Vocational education has the responsibility of developing in-school and out-of-school programs to provide educational skills and work experiences for disadvantaged youth. However, at the same time, we must realize that focusing our efforts on one type of clientele can be harmful to vocational education. We must strive to give proper attention to people of all ages and all socio-economic classes. If we divert all our resources and energies to this one group, we may find that vocational education will not be accomplish-

ing its real purpose, and as a result, will diminish in its importance to the nation.

6. To Stimulate our Country's Economic Growth

Vocational education, with its focus on development of individuals, can actually have a major impact on the economic growth of the nation. In the last two decades, many states have discovered the potential of vocational education to help create and preserve jobs - the key to our economic vitality. Such states as West Virginia, South Carolina, and others, are using vocational education to induce industry to come into their states and they have been quite successful.

7. To Enhance the Partnership between Federal, State, and Local Agencies for Vocational Education Funding

In 1980, the state and local investment in vocational education was well over four billion dollars, while the federal contribution was seven hundred and eighty -one million of this total. The federal investment is a comparatively small amount, but it served as an important stimulus to state and local agencies to appropriate more money for vocational education. Some people argue that state and local support for vocational education is so great that a decline in federal support would be absorbed by state and local dollars. Those who believe this, fail to understand the

leverage federal monies have in sustaining state and local contributions to vocational education. Many local communities simply don't have the capacity to compensate for additional tax levies. The increased tax bite of the federal government has, in fact, taken away the ability of state and local governments to raise any additional dollars for such purposes. Many local governments are in no-growth tax positions. The cut in fed eral support for vocational education and a " stand still " budget at a time of an annual inflation rate of over 10% is actually a reduction. An unfortunate side effect of this effort is for local school systems to drop more costly vocational programs, even though many of them are considered to be critical to the nation's welfare.

8. To Increase the Federal Government's Credibility

Vocational education programs are popular with the taxpayers. The annual Gallup Poll surveys of the public's attitude toward schools have consistently shown strong support for an emphasis on career preparation programs. By and large, the general public has shown little confidence in many of the federal programs. However, vocational education is a federally supported effort in which there exists a great deal of local confidence. Investing federal dollars in vocational education, especially in programs that direct monies to inner cities and depressed rural areas, w ould help to renew

the public's faith in the federal government's ability to solve our most pressing social and economic problems.

Did the AVA's reasons for our economy needing more federal support for vocational education sound similar to those given in the National Commission of 1914? Well, they are very similar, and will be used again in the enactment of future federal legislation. Therefore, every vocational educator should become familiar with these reasons , if they truly intend to assist Congress in understanding the need for vocational education legislation.

Developing federal legislation is always a compromise. It is usually impossible to obtain everything that is desired in legislation, because each member of Congress has their own constituency to represent. There are a variety of reasons why the members of Congress will not accept some of the ideas presented by a professional association. Developing federal legislation is a give-and-take proposition. An association's executive has to be thickskinned, ready to accept criticism, and able to negotiate between many points of view.

Although I have been retired for the past two years, I have remained in contact with certain members of Congress and their staffs, and I have some insight into the future of vocational education legislation. The Congress will attempt to address the follow-

ing objectives when new legislation is enacted:

1. To develop linkages between all aspects of government funded human development programs. These linkages would be established to prevent duplication of programs and better cooperation among agencies.

2. To utilize business and industries for on-the-job training and cooperative education. Cooperative education programs are similar to apprenticeship training in some respects and can be very effective when properly conducted. One of our problems, of course, is the confusion between good cooperative vocational education and the work study programs.

3. To articulate programs between various institutions and agencies. There was a great deal of conflict between the secondary schools' interests and those of post-secondary schools during the development of the 1976 Amendments. In the future, attempts will be made to improve planning and communication among these levels of institutions and agencies offering vocational programs.

4. To seek out well prepared people to serve vocational education in terms of their past work experiences, teaching experiences, and their abilities to administer programs.

5. To better utilize vocational education advisory committees.
6. To meet the needs of workers. I think we are going to see a change in emphasis from preparing workers for short term needs to addressing our nation's long term manpower needs, because we presently cannot adjust fast enough to changes to accomodate our manpower needs through vocational education.

These are some of the objectives that will undoubtedly emerge in new federal liegislation, although they are, to a certain extent, strengthened and reinforced by virtue of presence in existing legislation.

In closing, I want to reinforce the notion that vocational education is important to the nation. The Congress recognizes its importance, and will inaugurate measures and seek out institutions that can carry out these objectives.

Articulation Between B.O.C.E.S.* And Two Year Colleges**

Earl W. MacArthur

The title of the paper suggests that articulation between Boards of Cooperative Education and, I assume, public two year colleges, is a good practice. It also assumes that it happens, happens often, and is easily achieved. I don't believe any of those assumptions are correct, but I do believe that it should happen readily, easily, and not be fraught with difficulties. I'll try to examine the need for cooperative endeavors, identify some of the difficulties, and attempt to outline some procedures that might facilitate the process, for good measure, and to identify some existing practices.

First of all, since this is a meeting of vocational educators and since BOCES is an all encompassing term, it doesn't accurately describe what we're to talk about. Specifically, the topic of this paper will be - " Articulation between secondary/ post-secondary vocational education programs ".

Let me also establish some additional conditions, and although you may be thoroughly familiar with the goals of each organization type - BOCES vocational education and two year college vocational/technical education, it is vitally necessary that the definition of each be specially established.

Secondary vocational programs operated and administered in regional occupational education centers by BOCES have been

---

* Boards of Cooperative Educational Services, which provide, among other services, programs and courses in vocational fields for high school students. (Editors' Note)

** Earl MacArthur is President of S.U.N.Y. Agricultural and Technical College at Canton (New York).

designed to prepare high school students, usually in 1th and 12th grades, in an occupational skill and to enter directly into the world of work. This program encompasses about 2.5 hours of instruction each day, each week at the center. The remainder of the day is spent at the home school where the basic, required subjects are taught. The kind and type of basic subjects studied varies with the individual student. The total program usually encompasses two academic years.

Post-secondary vocational programs operated and administered almost exclusively by public two year colleges are designed to prepare high school graduates in an occupational skill to enter directly into the world of work. Instruction is offered in a collegiate mode, about 18-20 class hours each week, and may be either one or two academic years in length. Instruction in general education subjects is generally required.

Each of these goal statements is decidedly similar and to the uninitiated observer, would appear to be duplicative, which is absolutely true unless one examines the total instructional time, the course content, the instructional expectations, and the selection procedures. Simply stated, vocational students in BOCES programs are " placed " in programs while two year college students are " selected ". That is, two year college programs have certain prerequisites and required secondary preparation for entrance - particularly technical courses of study.

Certificate and associate degree programs usually require not only a different level of entry preparation, but also a different program of study, especially in the subjects of general education.

These differentiations provide us now with both the need for articulated programs and also some of the difficulty that may be encountered in encouraging and in developing articulated secondary/post-secondary vocational education programs.

Articulation, although it has many definitions, for purposes of this paper, is defined as the inter-relationship of different levels of education for assuring advancement in learning.

Keep both the secondary/post-secondary differentiation and the definition in mind as we proceed to identify some broad categories for articulation, some of the concerns about articulation and lastly, some examples of working articulation agreements.

In Northern New York, Canton ATC* has worked closely with the St. Lawrence/Lewis County Board of Cooperative Educational Services. Over time with much personal involvement, face to face contact, and quite frankly, some strong disagreements, an arrangement has evolved that has five major thrusts which should be viewed as sequential and interdependent:

1. Information exchange;

---

* Agricultural and Technical College (Editors' Notes)

2. Short-range regional and institutional planning;

3. Long-range regional and institutional planning;

4. Cooperative program development;

5. Articulated program.

Each of the successive steps has been achieved and in 1980, the fifth and final activity will begin: an articulated and cooperative program in LPN / ADN Nursing.

The specific instances of the various activities are: (1) both institutions annually develop and share a program plan specifying the priority and funding source for programs seeking federal funds. This information then becomes the basis for the development of an annual regional program plan. This plan specifies both regional and institutional level priorities and related activities for a given federal funding cycle. (2) Long-range planning consists of a five-year plan which attempts to project the programs and services of the respective institutions during a five-year segment based on labor market statistics and the regional, state and national demand for graduates of various training programs. An accountability plan to monitor the achievement of the stated objectives is incorporated in the five-year plan. (3) Information exchanges also occur at the program level through cooperative faculty meetings at which time curriculum resources, instructional methods and techniques are discussed and exchanged. Canton's engineering technology faculty and business technology faculty have met on occasion with their counterparts to discuss

these common issues. Information is exchanged to facilitate the smooth progression of students from BOCES to Canton ATC. A significant concern, however, is the depth and many times the lack of mathematics preparation at the secondary level.

Canton ATC and BOCES have cooperated in the design and delivery of special occupational programs for CETA clients since 1976, programs ranging from 25 to 1100 hours have been developed. Programs have been offered at both levels in secretarial/clerical training, machine trades and auto mechanics. ATC offers primarily a day program awarding the continuing education unit credential. The modular design of the program permits open entry and open exit, meeting the sponsor's need for flexibility. This modular design further allows individuals the opportunity to complete a unit of instruction and receive credit without completing the whole program, thereby facilitating the ultimate goal of the training-placement. BOCES primarily offers a late afternoon and evening traditionally designed program.

Another specific example of short-range cooperation is the design of a secondary and post-secondary articulation project - in cooperative faculty development. The institutions developed with the Ohio State Center for Vocational Education a proposal designed to implement a process for designing curricula based on behavioral assessment and providing for information exchange and inter-change between faculty in similar disciplines. This

would facilitate program continuity from one institution to the other. The areas selected included engineering and applied science technology, agriculture and forestry, business and public services, food services and health. The project would have involved the professional staff at each institution in those respective programs. Unfortunately, the program was not funded.

The most significant achievement is a vocational education grant of $ 26,000 to develop and implement an articulated LPN - RN program designed specifically to promote the student with a bridged program between each level utilizing a common twelfth year. In this program, students indicating in the eleventh year that their ultimate goal was to earn an associate degree in nursing would have the opportunity to obtain that degree in three rather than four years by utilizing an articulated twelfth-year design. This program fundamentally would meet the needs of three different groups of students: (1) those who wish to earn the LPN; (2) those who wish to earn an associate degree and the RN license; and (3) those who wish to earn both licenses. In the past, those wishing to obtain both licenses were required to study four years, a duplication of both student and clinical facility time.

Areas of Concern

In many instances, articulation between the institutions is a matter of overcoming the natural inclination to protect one's own " turf ". As differentiated earlier, one institution offers

a post-secondary technical level program. The other institution offers a secondary vocational level program. The difficulty lies in interpreting the differences between the instructional levels of programs in question. The thirty-credit hour certificate level program is the one that usually causes the most problems. An example of this is the concern over the Canton heating and plumbing certificate level program which was thought to be a duplication of the BOCES program in plumbing and steam-fitting. In fact, charges of unfair competition were leveled and introduction of the program was delayed by the State Education Department.

Another important difficulty is in the area of funding. The Vocational Education Act, which furnishes the resources necessary to support the development of new programs, as well as resources to modify or expand existing programs, tends to favor the secondary level in terms of funding advantages. Historically, the secondary level has received 78 percent distribution of funds, whereas the post-secondary level has received 22 percent of the overall funding available for the sub-part II programming. Post-secondary programs are subject to a more intensive review, As a consequence of the heating and plumbing dispute mentioned earlier, each advisory board in the St. Lawrence/Lewis county region now reviews both secondary and post-secondary proposals for consistency with the regional plan.

In New York State, there are 44 BOCES Centers competing for 78 percent of the available funds, while there are over 100 colleges competing for 22 percent of the funds. This situation in and of itself does not facilitate cooperative programming. It intends only to strengthen the need to protect one's " turf ", Some specific manageable differences, however, lied in the mathematics preparation of the BOCES students who wish to matriculate at the college. This situation has been transmitted by program staff at the college to those at BOCES and is in the process of resolution. As resources constrict further, additional areas of cooperative educational programming beyond the LPN/RN and CETA programs will be identified and developed for articulation.

Other Working Programs in New York State

Some examples are:

1. Adirondack Community College - Washington, Warren, Hamilton, and Essex BOCES. The two agencies established a cooperative agreement in 1970 to share facilities. In the summer of 1979, articulated curriculums in electronics and plumbing and heating were developed, allowing students at the BOCES to progress from their secondary programs to the post-secondary level in a smooth and effective fashion.

2. Erie Community College - Erie BOCES. The recently established dental laboratory technology program at the college was developed in cooperation with the BOCES in order to articulate with the latter program in dental laboratory technology. BOCES students

are thereby afforded the opportunity to advance their training at the post-secondary level with little or no impediments.

3. Genesee Community College - Genesee Wyoming BOCES. Through mutual agreement, the college provides all the adult continuing education occupational programs for adults. The college, in conducting these activities, uses the BOCES facilities. Moreover, the college, through an agreement with the area high schools, conducts a summer school program for secondary schools in the region.

4. Laguardia Community College - N.Y.C. Board of Education. The college has a " middle college ", an accredited high school, that offers three years of high school with guaranteed admission to the college for enrollment in two-year associate degree programs.

5. Cayuga Community College - Cayuga-Onodaga BOCES. The college has an agreement with the BOCES to use the latter's facilities from 3:00 to 6:30 P.M. to conduct programs in welding and in machine trades. Program allows for maximum usuage of resources and facilities and enables both agencies to realize cost savings.

6. Broome Community College - Broome-Delaware-Tioga BOCES. The college, in cooperation with the BOCES and regional secondary schools, is developing a nursing career ladder program. Faculty from the post-secondary community are working with secondary school faculty in establishing a program in nursing which will facilitate student progress from the secondary schools to the post-secondary level and for those students interested in the four year

level. S.U.N.Y. Delhi and S.U.N.Y. Binghamton are also involved in this articulation effort.

7. Fulton-Montgomery Community College - Hamilton-Fulton-Montgomery BOCES. These two agencies have for a number of years shared facilities. A number of post-secondary programs have been held at the BOCES, thereby allowing the college and the BOCES to use facilities and equipment in a cost-efficient manner.

8. There are several articulated college/public school programs identified by the Middle States Association of Colleges and Schools.

Conclusions

Articulated programs are possible, but difficult. Such programs are the result of persistance; overcoming resistance to change; eliminating both artificial and real barriers, and realizing the necessity of risk taking. While declining enrollments may be viewed as the catalyst to begin the process, they also may be used as an excuse to erect fences to protect the " turf ".

One final story might well illustrate the dilemma we all may face as both resources and numbers of students contract.

A college president, disturbed at the poor level of English preparation of the entering class, called a public school principal and suggested the problem could be corrected by shaping up the English faculty and their teaching skills.

The Principal retorted that most of the faculty had been prepared at the President's college, and maybe the president ought

to look to his faculty for the fault. He also went on to suggest that in the future he would locate another institution from which he would secure candidates for teaching in his school's English department.

Articulation of programming is required. The resources available to us must be fully utilized. Duplication of effort is wasteful, and cannot be condoned. The process must progress and it must be done now - otherwise we may well be looking for another source of supply - much like the principal and the president.

References

Crawford, Calvin L.(Ed.) A Guide to Post-Secondary Articulation Programs in the Middle States. Middle States Association of Colleges and Schools, Philadelphia. 1978. pp 434

Felitto, Bryan J. Memorandum to the author, 1980. Unpublished.

Menacker, Julius. From School to College: Articulation and Transfer. Council on Education. Washington. 1975. pp229.

Van Ryn, Michael. Personal letter to the author. 1980. Unpublished.

THE ROLE OF THE VOCATIONAL EDUCATION CURRICULUM WORKER *

by

Albert J. Pautler, Jr.

Within the last year or so, a number of position descriptions within the vocational/occupational/industrial education areas of study have been circulated which indicate an interest in employing individuals as curriculum workers. The position notices which I have seen request individuals who have some background and educational preparation to help them function as curriculum workers at the local educational agency level. This is a good sign, and I hope that the trend continues in the near and far future. For all too long it has appeared to this writer that curriculum development and planning leadership has been lacking at the local level in the vocational education area. It has appeared to be a task left to the vocational director or principal who has been all too long burdened down with many administrative chores which consume a tremendous amount of energy and time on his part. The intent of this article is to attempt to set forth some ideas about the role of the curriculum worker within a vocational type of educational program. Information will be documented as necessary in order to help those who are interested in doing additional research on this topic.

The contents of this article may be helpful to those university and college people planning to offer courses or programs in curriculum planning and theory as related to vocational areas of instruction. It should also have value to local vocational administrators planning to employ a curriculum worker as well as curriculum workers already employed within a vocational environment.

INTRODUCTION:

It would, at first, seem essential to define some terms that relate to the theme of this article. Vocational education is used as a part of the title, and, as such, is being used in a generic sense to be broad enough to include occupational and industrial as well as those service areas included under the umbrella of its usage. For definition purposes, only, consider the following:

> The Vocational Education program provides education and training in specific occupational areas, closely following industrial practices of private industry. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of a program should prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical programs. (Pautler, 1974)

---

* Dr. Pautler is Professor, Department of Curriculum Development and Instructional Media, Faculty of Educational Studies, State University of New York at Buffalo, Amherst, New York 14260

It is the individual functioning within a program, as described in the previous statement, as a curriculum worker to whom this article is directed. The term curriculum worker is broad enough to include a variety of titles which might be as follows but in no way limited to those: assistant superintendent of curriculum, curriculum coordinator, director of curriculum and instruction, director of curriculum, department chairman, etc. It would now seem necessary to define the word curriculum. It seems that each and every author of a book on curriculum theory defines the word in his own terms. For purposes of this article, curriculum will be defined as follows: "all the experiences which are offered to learners under the auspices or direction of the school." (Doll, 1970) This definition, according to Doll (1970), emerged over a forty-five year period of time from the previous accepted definition based upon content of courses of study and lists of subjects and courses to the one previously stated. Vocational curriculum will include all those experiences which are offered to learners under the auspices or direction of the school. The role of the vocational curriculum worker will be one that follows the direction of the definitions of vocational education and curriculum. It is the person who functions within this type of role definition to whom this article is directed.

THE VOCATIONAL CURRICULUM WORKER:

The person responsible for the vocational curriculum within a school or district must possess leadership qualities. Many studies have been conducted to uncover traits which leaders should invariably have. According to the research of Doll (1970), these traits are as follows: (1) The educational leader should be empathetic; (2) The educational leader should be surgent; (3) The educational leader should be a recognized member of the group he leads; (4) The educational leader should be helpful to the persons he leads; (5) The educational leader should be emotionally controlled; (6) The educational leader should be intelligent; and, (7) The educational leader should be interested in assuming his leadership role (pp 196-197) These traits would nicely fit the role of the curriculum worker within the vocational type of environment.

The leadership characteristics or traits displayed would be a good start in the selection and/or preparation of the specialist known as a curriculum worker within the vocational program. A curriculum worker should be considered like a catalyst in a chemical reaction, that is able to get things together or better yet to encourage people to work together for the common good. In the case of the vocational curriculum worker, this involvement would include administrators, teachers, employers, students, parents, and state education department staff. Of major concern would be the curriculum planned versus the curriculum had. Curriculum planning is a continual process and this, perhaps, is even more so true in vocational education than in some of the other disciplines due to the rapid rate of technology change which we must always be concerned with.

The vocational curriculum worker must be an educational change agent. He should be a visible individual. Visible in the school, community, and within the business and industrial segments of the area. He must be the type of person that will feel comfortable working with teachers, administrators, parents, and the local business and industrial leaders.

PROFESSIONALIZATION OF CURRICULUM WORKERS:

A recent report of the New York State Association for Supervision and Curriculum Development (NYSASCD) entitled "The Future Role of the Curriculum Worker" (1973) is worthy of note at this time. The NYSASCD Committee on Professionalization was the sponsor of the report. The work of the Committee represents an attempt to list some of the characteristics or competencies necessary for a curriculum worker The remaining portion of this article will draw heavily upon the report mentioned.

This writer believes that the future role of the vocational curriculum worker, his competence, and his functional knowledge, can be categorized under four headings. These headings are as follows:

Coordination of Curriculum Planning and Development
Definition and Application of Curriculum Theory
Designing and Applying Curriculum Research
Providing for the In-Service Needs of the Staff (IMPACT 1973)

An attempt will now be made to relate the tasks of the curriculum worker more directly to the vocational curriculum worker.

COORDINATION OF CURRICULUM PLANNING AND DEVELOPMENT:

The curriculum worker should be able to:

- Produce and implement a year-long plan focused upon curriculum planning and the development of problems involving staff, parents, students, employers, and support personnel, indicating specific assignments and responsibilities, and providing a schedule of steps toward completion.
- Coordinate at a variety of levels and areas (locally as well as regionally) programming for instructional development.
- Define, with staff, behavioral objectives, which will be measurable and compatible with the subject matter area. (You may prefer to call these performance objectives.)
- Relate the philosophy statement and stated objectives of the school and/or district to the curriculum.
- Schedule periodic interdepartmental meetings within a school to define common curricular problems and to seek solutions.
- Help and encourage teachers to be innovative and to accept different methods as long as they produce the desired outcomes.
- Develop a program for continuous curriculum development.

- Accept individual differences of adults in conducting workshops for the development of curriculum.
- Be a primary resource person.
- Help determine integration of subject areas into total overall curriculum.
- Evaluate the current educational trends and know the philosophical basis for these trends.
- Recognize the dangers to educational development inherent in each of these trends.
- Assist the staff to pursue various possible solutions to a problem.
- Summarize clearly and concisely various solutions.
- Assist the group in coming to decisions based on the alternative choices.
- Follow through on a course of action which was decided.
- Evaluate the effects a course of action may have on those affected by the program change.
- Disseminate information on current innovations to staff members directly involved in a specific area of innovation.
- Promote and encourage the direct involvement and participation of teachers in planning, implementing, and evaluating curricular innovations and adjustments.
- Coordinate curriculum planning and development for the school and/or district.
- Open channels of communication within the professional staff that will lead to curriculum planning and development.
- Develop an attitude of commitment to local, district, state and national curriculum development and improved programs.
- Determine the needs of the community and of the individual pupils in planning and developing programs at all levels of instruction to fulfill these needs.
- Plan budgetary allocations to ensure that curriculum plans can be inaugurated.
- Offer, by example, his own philosophy of education.
- Provide vision for long-range planning.
- Seek help and cooperation from staff members in setting up programs of curriculum development and/or improvement.
- Communicate progress, plans, and problems between staff members and curriculum-making bodies.
- Speak competently before faculty and critically appraise their efforts.

- Produce in written form, a description of the school's/district's organization for curriculum improvement.
- Identify, and accept the needs of teachers in planning and development.
- Set up a system for the exchange of information among teachers.
- Provide a means for continuous evaluation of existing programs.
- Identify and solve instructional problems which hinder improvement of teaching-learning situations in the classroom.

DEFINITION AND APPLICATION OF CURRICULUM THEORY:

The curriculum worker should be able to:

- Convey the idea that curriculum is not a jointly prepared, predigested, neatly-wrapped educational package, but rather that which emerges when resources and individual perceptions are joined.
- Define and apply curriculum theory with respect to the local situation.
- Assist staff in applying curriculum theory to local curriculum research and development.
- Understand specific theories of curriculum and apply them within the context of the school district.
- Synthesize the knowledge of curriculum theory into a conceptual scheme which is appropriate to current curriculum tasks.
- Review the over-all curriculum of the school district and assure that it is consistent with the curriculum theory.
- Study proposed curriculum changes to determine if proposals are consistent with the existing school philosophy.
- Analyze and evaluate all philosophies of vocational education, all forms of curriculum theory, and all factors relating to teaching-learning situations.
- Provide activities for individuals and small groups of teachers to analyze curriculum theory and to formulate plans for practical classroom application.
- Define a problem in his school in terms of curriculum theory and offer tangible steps for correction of the problem by putting the theory into practice.
- Describe the major philosophies of education including vocational education and indicate those which are implicit in a particular statement of objectives.
- Apply theory and philosophy of curriculum to any particular situation requiring curricular modification or change.

- Provide opportunities for teachers to study and act in groups on problems of concern to them.
- Provide opportunities for teachers to understand and evaluate curriculum developments.
- In making decisions related to curriculum content, meet with teacher groups, lay and industrial groups, consultants, and from these meetings identify, in writing, problems which are relevant to the lives of the students.
- Interpret the philosophy of the district to the staff and operate within this philosophy without losing his own individuality.
- Work effectively with individuals and groups to achieve common goals.
- Research areas of interest as a necessary step in the application of curriculum theory.
- Use technical professional knowledge to achieve the objectives of the curriculum.
- Demonstrate the operation of any given curriculum theory so that it can be identified by teachers who observe.
- Direct new teachers and other staff members toward the utilization of the new curricular models as they relate to specific subject areas.
- React to curriculum changes with open-mindedness and not institute changes just for the sake of change or to get on the "bandwagon."
- Adapt the innovation to the local situation.
- Diagnose attitudes of personnel and problem situations to determine the appropriateness of the curriculum theory to be applied.
- Study alternative courses of action based on each theory.
- Involve the entire professional staff in arriving at a definition of curriculum theory.
- Encourage wide application of the theory.
- Define and apply appropriate curriculum theories to an instructional problem. This will include interpreting in lay language the theory and its applications to Board Members or parents, as well as staff.
- Identify and promulgate ways for the decision-making teacher to be more sensitive to the specific learning problems of the individual students.
- Analyze curriculum theories and explain the basis for acceptance or rejection of whole or parts.
- Use a broad repertoire of skills in encouraging teachers to learn more about meaning of curriculum.

- Design and implement a system where the students, citizens, parents and staff would determine and design their curriculum needs as they relate to contemporary curriculum theories.
- Serve as a process person in the integration of different content areas for total life integration.
- Gain sufficient knowledge of curriculum theory to develop a curriculum in relation to a unique situation and need.
- Help individuals develop and identify their own curriculum theories.

DESIGNING AND APPLYING CURRICULUM RESEARCH:

The curriculum worker should be able to:

- Secure and disseminate research studies which contribute to understanding pupils, subject matter, method motivation, teacher instruction, and/or hypothesis involved.
- Develop a relationship with the staff members which will instill in them a willingness to help in researching curriculum change.
- Define and clarify problem areas until they are suitable for research.
- Identify methods and techniques of data generation.
- Distinguish between data and inference, fact and assumption
- Examine current research with staff to determine the applicability of results to the local district.
- Initiate and maintain continuous action research and foster group evaluation research.
- Require "evidence" and "performance" from the staff to back up efforts they may wish to make trying out new methods and materials
- Implement a research design to study a specific problem of interest.
- Demonstrate through in-class action research that "testing" of ideas is a way of working and learning and is essential in education.
- Identify pertinent problems within the school.
- Understand and interpret limitations of the school as to:
    a. financial structure
    b. public relations within the staff and community
    c. instructional climate
- Establish the relevancy of research in the improvement of instruction.

- Direct implementation of research results for the improvement of individualizing learning.
- Interpret research findings to teachers, school officials, and community.
- Study a problem or stated interest with staff; develop a design consistent with well-defined, established conditions for experimental investigation.
- Help staff develop competency in "action research" in order to evaluate individual classroom programming.
- Involve the instructional staff in the design and implementation of exploratory pilot programs in individual classrooms and schools.
- Prepare and distribute annotated listings of curriculum research findings to appropriate individuals and small groups of teachers.
- Design and apply a curriculum research plan for the evaluation of a particular instructional program.
- Survey a problem area and develop with staff an experimental design consistent with well-defined principles of research.
- Draw sound conclusions/implications from research data for school programs.
- Encourage an atmosphere of experimentation and research which is reflected by all professional personnel.
- Plan programs to test the effectiveness of teaching methods or teaching materials.
- Evaluate existing curriculum research and design and encourage teachers to design a new "yardstick" for curriculum measurements.
- Design appropriate surveys and questionnaires; organize data into efficient, understandable, usable form.
- Abstract and disseminate significant research findings which have relevance to specific instructional problems identified by teachers.
- Write curriculum guides that use research implications on how children learn.
- Participate, periodically, in projects of self-evaluation, self-renewal, and self-advancement. Recognize the effects of one's own behavior and modify it accordingly.
- Be inventive, ingenious, creative, persevering, and in a special sense, dogmatic. To use other descriptive words or terms, one might say with some validity—cold-blooded, objective, unemotional, stoic, neutral, precise, etc
- Adhere to the canons or rubrics of scientific methodology.
- Keep professional materials at his fingertips for the purpose of helping others find some answers to their own questions.

- Encourage teachers to participate in pilot programs.
- Invite teachers with common problems to explore possibilities, resolutions, consensus, or whatever is needed.

PROVIDING FOR THE IN-SERVICE NEEDS OF THE STAFF:

The curriculum worker should be able to:

- Plan and conduct system-wide workshops, institutes and conferences.
- Identify significant in-service needs of teachers and develop a supportive environment.
- Identify professional growth opportunities for teachers.
- Cause fellow staff members to emerge as leaders in curriculum development projects.
- Budget and seek monies to carry out in-service activities.
- Inspire confidence in the in-service participants assuring them that they have the competency to accomplish the tasks.
- Hold group reaction sessions to discuss the in-service plans.
- Keep all staff members informed about programs and processes in curriculum development.
- Recognize and use teachers' ideas and leadership abilities.
- Coordinate and implement all in-service education activities within the school district.
- Recognize that teachers have different professional needs and plan and conduct a variety of in-service activities to appeal to teachers with varying levels of competencies and interests.
- Design and/or use instruments that can be used to scan the needs of the staff.
- Devise techniques for identifying in-service needs as perceived by the staff.
- Identify the needs of teachers through problem-census procedures.
- Assist teachers in the development of specific skills needed to conduct action research.
- Develop a systematic procedure whereby he can share professional reading, research, ideas, and studies with interested staff members
- Encourage and stimulate teacher professional growth and initiative by creating and developing with teachers a continuous in-service program

- Refer teachers to appropriate live sources of help in various areas in instruction.
- Conduct a three-year program of orientation activities for new teachers to acquaint them with instructional philosophy, objectives, available resources and curriculum guides and plans.
- Secure resource personnel for necessary consultative services to help teachers solve day-to-day problems with student learning and with the mechanics of teaching strategies.
- Promote joint university, college, and school district cooperative projects related to in-service needs.
- Communicate the needs of in-service teachers to preservice institutions.
- Encourage and support teachers to attend local, state, and national meetings which will offer self-improvement.

SUMMARY:

The preceding four lists of tasks, which the curriculum worker employed in the vocational education area of study should be able to master will, no doubt, need be modified to meet the local needs of the program that it will be used within This applies to its use within a university or college teacher preparation program or specialized program to prepare vocational curriculum workers or to its use at the local level including secondary and post-secondary level vocational education programs. Granted, that, at first, the list seems to be rather complete; you may wish to add or delete a few items to make it better fit the situation you are working within.

As we see the need for more well-prepared curriculum workers at the local level, it will be necessary for those at the university and college levels to gain necessary skills in order to better prepare those who will go out into the local schools as curriculum workers. The time appears at hand, and we should all do what is necessary to modify, change, or up-date our programs to meet the challenge that we are faced with

REFERENCES

Doll, Ronald C. Curriculum Improvement: Decision Making and Process. Boston: Allyn and Bacon, Inc., 1970.

Pautler, Albert J. "Establishing Measurable Objectives for the Self-Evaluation of the Local Occupational/Vocational Education Program." State University of New York at Buffalo, unpublished paper, 1974.

Committee on Professionalization of the New York State Association for Supervision and Curriculum Development. "The Future Role of the Curriculum Worker," IMPACT, 1973, 9 (1), 8-22.

Ten Most Critical Activities for the Public Education Group

Rank	Activity	Activity Number
1	Prepare a long range plan for curriculum/instructional program development	24
2	Evaluate the appropriateness of existing curriculum content for the intended purpose of learning	6[illegible]
3	Determine the knowledges/concepts to be included in a curriculum	35
4	Determine how new curricula are going to require instructors to change or be retrained	60
5	Define curriculum development goals or objectives in operational terms	17
6	Identify new methods and procedures for developing curriculum and instructional materials	21
7	Conduct staff in-service training for curriculum revision efforts	1
8	Determine the performance objectives to be included in a curriculum	34
9	Determine which curriculum will be developed	5
10	Compare actual learning outcomes with intended learning outcomes	67

PLANNING A PUBLIC RELATIONS PROGRAM

Robert W. Sekowski
District Superintendent of Schools
Sole Supervisory District
Oneida, Herkimer, and Madison Counties

In today's society there appears to be a greater need for educational institutions to clarify their purpose and to identify the positive attributes within their organization. All too often an image other than the one desired appears because of assumptions made by the public. Also, on occasion, campaigns to focus on the negative aspects of programs have received greater attention than reasonable. More probable, however, is the fact that little is done by an educational organization to sell itself to the public.

In order to effect a sound public relations program, an organization should have defined a mission, goals, and objectives. This may sound commonplace in today's organizational structures; however, there are those organizations that only pay lip service to this concept. I would encourage any organization that has not set a policy on the development of mission, goals, and objectives to do so. Once the policy is set, it is imperative to have full administrative involvement and hopefully general staff involvement in the process of developing an operable system. A system of goals and objectives is important because it: (1) is a common basis for communication about the program of the school; (2) is a basis for designing programs and activities to achieve desired results; (3) acts as a framework within which job descriptions, individual objectives, and work assignments can be developed; (4) becomes a basis for establishing priorities and making decisions about daily operations; and (5) forms a basis for evaluation which is the process of comparing actual outcomes with stated goals and objectives.

As goals are translated into objectives, certain questions must be presented.

Who is the objective for? How will results be measured? What is the desired outcome? When will measurement occur?

In general, goals have little value by themselves. They often become little more than beautiful, general statements that everyone reads and nods agreement with, but no one does anything about. We have already said that evaluation is the process of measuring actual outcomes and comparing the results with stated goals and objectives. Proper evaluation of educational programs, including the public relations program, cannot occur in the absence of written goals and objectives. Goals become more crucial when they are linked to a system of measurable objectives, activities, and programs specifically designed to achieve those objectives and goals, and performance measures designed to test how well objectives and goals have been met. Used in this way, goals become the bulwark of a system of accountability. The public relations program, therefore, becomes totally affected by the level of planning within the organization through its MBO process.

Once the administration and general staff of an organization have guidelines which the Board can support as a part of its policy position, appropriate personnel and financial commitments can be made to execute the plan. Further, the Board of Education or trustee body which governs an organization needs to be guided by written commitments.

Once MBOs are completed, it is important to focus on the identification of the problems and issues that need the greatest attention. The creation of a sound public relations program may need a keener focus within the organization so that all parties involved are fully apprised of the direction that needs to be taken. The directions can vary. It may be as basic as creating a structure for a public relations program to function within, or it may be identifying a specific problem which needs to be resolved to the satisfaction of the public which supports the organization. A technique for focusing on a problem or issue is called an issue paper. The issue paper is a written statement which is used to present pertinent, factual information about a decision situation so that positive action may be taken quickly.

The decision making process in outline form is used to force a systematic analysis of a problem. The issue paper also may be used as the framework around which a more exhaustive, in-depth analysis can be built.

The simplified outline of an issue paper would include: (1) what is the problem--its magnitude, critical issues, probable causes; (2) what is the objective or desired state you wish to achieve--what will be the general and specific criteria for measuring success; (3) what are the interacting factors, groups, or concurrent activities--who else has an interest in this problem--what are they doing about it; (4) what are the constraints or limitations--time, resources, political environment, philosophy of decision making; (5) what are the alternatives--can they be placed in priority order; (6) what immediate action or follow-up is recommended (do not recommend a final solution).

The value of the issue paper will: (1) focus attention on real problems rather than symptoms; (2) force a systematic analysis of the problem; (3) be possible with limited resources; (4) stimulate the generation of alternatives; (5) expose information gaps; (6) discuss problems and alternatives in the context of organizational objectives; (7) help administrators ask intelligent questions; (8) form a basis for priority setting.

The use of the issue paper may well be a critical element in establishing priorities for your organization's public relations program. The notion of having some clearly identified process and procedures will assist in accomplishing the overall goals of the administrative staff in meeting Board policy directives.

As with any good public relations program, resources in promoting your school district or institution must be analyzed very carefully. The following list is presented in no particular priority but does represent resources available to educational institutions: (1) occupational education advisory councils; (2) consultant committees; (3) chief executive officer cabinet groups; (4) high school principal and counselor groups; (5) club groups, e.g., VICA, FBLA, FFA, etc.; (6) open houses; (7) bring a friend day(s); 8) slide/tape shows--circulate to potential audience;

(9) board to board visits; (10) questionnaires; (11) shopping mall and other public area displays; (12) local district newsletters with a vocational education corner; (13) career education programs--bring in elementary teachers; (14) curriculum presentations; (15) job placement information; (16) brochures, specific and general; (17) counselor handbooks; (18) student handbooks; (19) use of public and private media--television, radio, newspapers; (20) Department of Labor personnel including Comprehensive Employment Training Act and Youth Employment Training Act representatives; (21) coffee hours--neighborhood or school district forums; (22) community service groups, e.g., Rotary, Lions, Kiwanis--meet on a regular basis: (23) realtor councils, private industry councils, etc.

In analyzing the list of resources, a number of additions could be accommodated; however, the key point is to focus on those resources that can best promote the public image of your organization. It is imperative that when these resources are included in your public relations effort that regular follow-up continue. A "one time shot" may provide a great deal of initial stimulation, but failure to follow up will provide a giant step backward in your campaign. It is important for the public to have a clear understanding of an organization's purpose and the concomitant results of such purpose. Frequently, the public has a perception that may or may not be accurate. The perception is none the less what exists. Therefore, if a person or groups of people feel that you are not doing an effective job, then in fact you are not. The purpose of a planned public relations program is to bring reality and perception closer together. If your program outcomes are very positive, then it is important to convince the public in general, with specific emphasis on those that are most critical, that their perceptions are in error.

Unfortunately, perceptions at times may be accurate. Thus if organizational goals and objectives must be improved, then the public relations effort must emphasize what corrective action is taken and what new results exist.

Frequently, current/accurate information is not available for the general public to acknowledge the success of an organization. Utilizing one or more of the

resources noted earlier could greatly improve that level of communication. For example, if an occupational education advisory council exists and functions with purpose, then that group can stimulate and transmit information to other people with whom the members deal and have contact on a regular basis. They could impact your public relations effort by simply having two or more of their associates take time to become familiar with and observe the fruits of your institution's efforts. Since most occupational education programs have positive results, these would be transmitted to new observers. They in turn could affect this positive attitude toward others through a similar system or just direct one-to-one communication. The use of consultant committees made up of people who are directly related to the fields for which you provide training can be used with the same concept in mind and can be catalysts for strengthening your contact with the community in which you will be placing completors of your program.

Every group which deals with potential students needs to be focused upon so that it can present a positive picture of occupational training potentials. There is still a syndrome that exists within local school districts that vocational training is not for the college bound and frequently the college bound are directed to general academic institutions as opposed to those that may provide potential occupational training. This creates a problem for the youngster who is still in the secondary school program and those who may be leaving the secondary school program in that their options for training may be terminated through the misunderstanding or misdirection of a school district employee. A local public relations program should involve activities that will deal with this particular population. During the question and answer period, a variety of techniques could be explored in terms of how you reach this group.

Most research shows that students are the best "sellers" of programs. Individuals who have had successful experiences with vocational training will frequently extol the virtues of their program. Given this realization, it would seem practical to allow those students to assist in selling your program. This may be done through

cooperative efforts between an occupational training institution and a local school district which would allow the local school district youngster involved in a training program to be used as a resource within the district to supplement counselling advice. In addition, the concept of "bring a friend days" could be implemented. This would be an event scheduled for multiple days or perhaps a whole month where limited numbers of youngsters could come from local settings on a daily basis into institutions which offer occupational training to identify if that training is in keeping with their interests. The student numbers should be kept to workable sizes so that it is not a mass movement with only a brief opportunity to observe programs. The results of these opportunities could increase the number of potential students in occupational education program areas in subsequent years.

Since all education is expensive, and more specialized education generally has a higher cost associated with its implementation, more effort needs to be focused on those bodies who are ultimately responsible for approving budgets. These are boards of education or boards of trustees of institutions. If they have a clear understanding of the value of the occupational education training programs that are available and the positive results that usually occur, they may be more willing to support additional participation. The notion of arbitrary quotas can frequently be reduced through this means. One device is a regular system of visitation by one trustee group/board group to another so mutual problems can be discussed and information provided about a variety of programs including the one you wish to emphasize. A device which can be used at that time is a questionnaire which identifies how much knowledge a board may have about your particular programs. The results of this questionnaire can be used as a tool in refining the public relations program that you have planned.

Visibility of a program is essential. Therefore, a number of the other items that deal with the traditional form of communications such as "dog and pony shows" need to be continued on a regular basis. The involvement of the entire staff could

be handled through specialized inservice training. Each occupational education staffer could be trained to make a presentation to the general public or to unique groups that have concern with occupational education.

It is important to remember that elementary teachers have only limited understanding and contact with occupational training programs. They can become a key source of communication for your program, but first they must come to understand it and know how to transmit the information about the program to the students who are under their care. Some simple visitations can assist in this process. In areas where this activity has taken place, it is astounding to find how much more comfortable elementary teachers were in dealing with career education and particularly how they could assist students in career planning with the provision for a variety of vocational alternatives. One point that could be emphasized is that an occupational program need not be limited to children who wish to terminate education at the end of their high school program. Rather, occupational education can provide a broad array of alternatives for individuals going on to post secondary education. The option of having specific vocational training may assist the latter group in academic preparation for their collegiate studies and also provide the basis for employment while continuing their education program. The emphasis of other statistics which show that occupational education programs usually pay for themselves can be used to support your position. Recent studies available from Cornell University can be made available for this purpose.

Youth Employment Training Programs and other programs operated through the Comprehensive Employment Training Act have added new opportunities for occupational training units. Many of these are a part of the existing educational structure; others are outside that structure. This source of financing directs attention to youth with special needs. Being able to deal effectively with this new bureaucratic structure is imperative since it can provide a positive rather than a negative source of communication to the public. A great deal of preplanning is necessary in dealing with these programs. Therefore, an institution should not have its

direction mislead by the availability of funds, but rather how it can effectively deal with the programs that are being sought through CETA and YETP.

In conjunction with these activities, private industry councils have been established which can serve as another communications device for your programs. In many locales these are supplemented by local industry-labor-education councils. A full level of cooperation with these groups can surely have positive impact in terms of the programs that are available within your organizational structure. If none of these organizations exist in your community, it may provide you with an excellent opportunity to initiate such action which will have an ultimate benefit to all parties involved. The State of New York through its Education Department has a state-wide office to assist in the development of industry-labor-education councils. The PIC councils on the other hand are regulated through the Department of Labor.

Obviously, the use of public and private media is the most common source of public relations communication. The media can be a very useful tool in assisting you in accomplishing your PR program. More frequently than not, the newspaper provides the greatest coverage of school activities. This may be the area that your program focuses its attention on without losing sight of the value of radio and television. In dealing with the press, be sure you get to know your local/regional newspaper. Get acquainted with the reporter who covers your school district or training institution and develop lines of communication so that you know what type of news the newspaper wants. Cooperate with the press. Make yourself the spokesman for the school district or suggest that the chief executive officer designate someone to handle press relations. Be available when the school district's viewpoint should be expressed. Accept the right of the press to question. The newspaper is not a public relations arm of the school district. The press may question school district actions and express an editorial opinion on school matters. Be accurate. Before you talk to a reporter have all the facts at hand. Reporters will want to know how to correctly spell names, want exact figures and dates. Have the

basic facts on hand--where, what, when, who, why, and how if that is necessary. Break down secrecy barriers. Let the public know what is happening in the school district. That means the good as well as the bad. Say what you have to say simply. The newspaper wants facts from you, not fine writing or educational jargon. Don't feel hurt if your copy is changed. It happens to the best of reporters and it will happen to you. Be prompt. What happened yesterday is news today, not next week. Rely on photos. A photo might well tell your story better than words. Since photos to be meaningful must tell a story, plan them ahead of time and be ready to cooperate with the photographer when he arrives.

There are a variety of sources of material for news stories. They include speeches; the school calendar; opening day of school in the fall; records; curriculum stories; student activities; student achievements, staff activities and honors; special school services; surveys and studies; board activities; new state and federal programs; negotiations progress; annual reports; anniversaries, meetings and conferences; exhibitions, drives and campaigns; elections; seasonal programs; field trips; work-study programs; district newsletters; alumni news and citizens committees; and a variety of other sources. Think out those things that make sense to your district. Establish them as a part of your campaign. Build them into some sequence of timing that is appropriate for your program.

Above all, however, try to think like a newsperson. Consider why something happened. How it happened; when it happened; where it happened. This is important in preparing news releases. Be sure your copy is easy to read; easy to edit; and easy to check on. There are a number of sources that you can seek for assistance in how to write good copy. Some selected materials are available for you as you conclude the question and answer period.

After a well planned and vigorous public relations campaign is implemented, it is extremely important to evaluate the fruits of your effort. The following points should be considered in that process:

1. clear concept of the purpose of the public relations program (policy)

2. provision for public relations professional in the organization
3. relationship of the public relations professional to the governing body, the administration, and staff of the organization
4. provision for adequate resources for the public relations program
5. provision for internal communications
6. provision for external communications
7. provision for evaluation of program performance
8. provision for long range planning

Does your program measure up? If it does not, then it is important to regroup your forces so tha' you can be on the mark the next time around.

The success of your organization can frequently be no greater than the communication of your institution's acceptance by the general population. Therefore, a well informed public can lead to a challenging and vital vocational training program in your area.

THE PROBLEMS OF VOCATIONAL EDUCATION LEADERSHIP

Robert P. Sorensen, State Director
Wisconsin Board of Vocational, Technical and Adult Education

June 5, 1980

I'm most pleased to have been asked by Angelo to serve as your banquet speaker for your Vocational Education Leadership Institute. I'm pleased because when you're asked to speak to groups like this, it gives you the opportunity to put your philosophy of vocational education on the line and challenge it for a few moments. It also gives you an opportunity to get away from your home forest and trees and reach out with others from the larger vocational family and discuss vocational education.

The topic today is the problems of vocational education leadership. First, there are always problems or challenges facing vocational education leadership. But, here we are, June 1980, at the beginning of what I'm sure will be one of the most unique decades in the history of vocational/technical education in the United States.

The past two decades gave us unprecedent growth in vocational/technical education. Our enrollments grew faster than the American population, and resources devoted to it grew faster than the size of the GNP. Never again will we see such a period. And so, we're at the end of the great period of growth. As a matter of fact, for most of the next two decades, we may likely see a decline in enrollees in vocational/technical programs. This potential decline in enrollments will affect the skilled and technical person power available to business and industry. It will affect the economic development of our respective communities and states in the northeast and midwest.

The challenge is then facing each and everyone of us in this room as we must give leadership to this new and totally unique and different decade ahead.

I would like to spend my time tonight looking at this 1980 decade and what it might hold for us. Hopefully, this look at the 80's will give us direction as to where some of the challenges lie in leadership.

A major challenge in leadership for the 1980's we face in vocational education is relating vocational education to economic issues. First, we must recognize that we deal almost exclusively with people problems. Our task is to teach or train people to become productive citizens. We have little if any interaction with the facets of economic development associated with capital formation, plant construction, technology development, industrial, business, and agricultural innovations. Our task centers around people - not things. Yet, without people, the other elements essential to the development of our economy are useless. People make the whole economic organism work.

The nation's most pressing domestic problem for the moment, for the last decade and probably for the remainder of most of this century, revolves around the location or relocation of people in some proximity to an adequate resource base. Almost all of the major cities of the United States stand as transparent proof of the inability to bring resources and people into a working proximity. Our nation has been successful in congregating people. It has not been successful in congregating the resources of education, businesses and industry in sufficient scale or focus to provide the jobs and the job skills that allow many of our congregated citizens to become productive contributors to society. The results: high unemployment, especially among youth and minorities, high costs of welfare, and other social programs and massive deterioration of the quality of life in some of the central cities.

The mobility of society has further accenturated the difficulty of matching resources with people. Some sections of the nation grow and prosper while others stagnate and decay as a shift in incentives leads to demographic changes which ultimately lead to changes in the demands for goods and services. As an area of the nation, the southwest is experiencing growth, while areas like the northeast find that out-migration of business and industry has created further disjunctures between people and resources.

The essence of the problem is simply that resources and people are not in appropriate proximity. Economic development in a sense is equivalent to jobs -- people must work for the economy to thrive. For the existence of jobs, there are two essential elements. One is the supply of job seekers, the other is the demand for them. Only one is reasonably independent. The demand for jobs requires the existence of jobs and its natural predecessor, job creation. Vocational education has concentrated largely on creating a supply of job seekers. The demand side has been viewed only as a source of information, to guide vocational educators in planning programs and in evaluating the effects of their efforts.

The question to be answered is how can vocational education leave the comfort of a detached view and begin to operate effectively in the arena of job creation and job saving. We might ask ourselves if vocational education should be content to be filed on the reference shelf under V for vocational education, or should we in fact be under E for economic development?

Our historical roots suggest that the role of vocational education in economic development has never been of the forefront in the philosophy, organization or operation of vocational education programs. We in vocational education have viewed our role in economic development and the creation of jobs only in the abstract. I feel we in vocational education, a most mobile resource, can help alleviate the problem of matching people with resources: bringing the resources of economic development into proximity with people. To bring this change about, however, we need

a new mentality -- a mentality that says vocational education is a part of the economic development scheme -- we do have a role.

What are our alternatives, our approach to playing a more active role in economic development of our communities and our states? We must assume a more active role in linking vocational education with appropriate private and public economic development policies in the state and/or local communities. We must evaluate the effecitveness of existing programs and determine whether the programs should be maintained, improved, or deleted. We must create new and innovative programs and services which will enhance the attraction of new business and industry to our states. We must change programs and add programs that will match the identifiable needs of business and industry. We must assist business and industry to expand and grow by providing meaningful and relevant assistance, utilizing the human, physical, and economic resources available. We must provide assistance to change attitudes and policies to encourage job expansion and creation, including industrial search, legislative input and resource base for economic development. We must consider providing methodology and organization to provide one-on-one technical assistance. We all must become more assertive in our educational leadership styles in public relations and promotional efforts with business and industry and strive to expand the need for closer communications and coordination. Some of organizational structures will have to be adjusted at both state and local level to further advance our commitment to economic development.

The time has come for the educators, economic developers, government, employers and labor groups to join hands in fostering economic community development for our states. In the 80's, it is going to take a joint effort if a community is to succeed at developing their community and economic base. Vocational education in this country has now developed and matured to the point where we must now play an active role in keeping our states the most progressive states in the nation as far as business and industrial development are concerned.

I have rambled enough on economic development, it's now time to get on to other challenges in the 1980's.

Another challenge is to bring on to our campuses and into our secondary programs vast additional numbers of students drawn from minority backgrounds. By the year 2000, at least 25 percent of all young people will be drawn from minority groups. Perhaps 30 percent with the events of the Cuban immigration of the last few weeks into the United States. We must reach out and expand the opportunities for these young people. It is no longer just a question of social justice or carrying out the promises made when this nation was founded of equal opportunity for everyone, promises we've not yet kept. It's not just a question of social justice, it's a question of necessity. We will need the talent of these 25-30 percent of our young people. Domestic

tranquility depends to some extent on how we draw in this 25-30 percent of all our young people. Adapting to new students in general. A recent report of the Carneige Council called "3,000 Futures," estimated that half of the students in the year 2000 would not be there if we had the same composition of student bodies as in 1960. We need more minorities, more women, more part-time students if we are going to face the job requirements or to maintain a stable economic condition.

Let's look at the population for a moment, the people we are suppose to be serving. Birth rates in the U.S. have significantly declined over the past 18 years, with 28 percent fewer children being born now than in 1959. The "baby bust" which has followed the post-war boom has already reduced the number of children enrolling in elementary school by 10 percent. A drop of another 7 to 8 percent in the 80's is certain. And during the 1980's, school enrollments may drop by as much as 25 percent from earlier highs. These statistics have to be a concern for educational planners at local, state, and national levels.

What response can schools make to declining enrollments? There appears to be three broad strategies. One is just to cut back costs and staff to get budgets in line with present enrollments. Second is what might be labelled an enrichment strategy of expanding services for those students that you have -- after school care, smaller classes, individualized attention, and so on. Third, and probably the most viable strategy, in my view in declining enrollment potential, is to expand services to serve new clientele: preschool day care, perhaps health services, community center functions, most important, is the new client, the adult who is increasingly having a need for credentialing career skills, hobbies, recreation, etc.

More women are entering the labor force and are staying in employment for longer periods of time which reflects into another challenge for vocational education. In 1960, only 33 percent of the labor force was women. In 1970, 38 percent. The current figure is 44 percent. Put differently, 49 percent of all adult women are now working. Schools, therefore, are expected to overcome stylized gender roles associated with occupational choice. Career counseling will need to change to meet new roles, and new role methods for girls will probably increase the number of women students desiring vocational-oriented curriculum and counseling. Along with the emphasis on women entering the labor force in greater numbers, we can't help but bring in the sex equity issue. We in vocational education again have an excellent opportunity to do something about sex equity in the labor force. Under the Federal Vocational Education Act of 1976, our program efforts have been given a chance to lead the way for much of education in assuring sex fairness in its policies and programs. Recognizing the pivotal role that career planning, choice, and preparation play in perpetuating sex bias and stereotyping, the significance of vocational education's role is even more evident.

Our delivery systems of vocational education have given us a number of challenges in the past and will continue to do so in the future. In recent years, the term "delivery system" has been commonly used to describe the way in which educational programs are made available to the consumers of educational services. We must keep an open mind and exploit the new technologies in our delivery of new methodologies. The clients who will be attending our institutions will probably have more impact on educational methodology and procedures than anything that has ever happened in education. Hundreds upon hundreds of students who would never before have considered vocational education, those of whom I spoke of earlier: minorities, women, immigrants, low achievers, even older adults, will be on our door steps. There are many different areas where change has and must take place under the general topical area of methodology. We must get serious about the fact that if we expect learning to have maximum impact on the development of individuals, we must offer options with respect to pacing, method of instruction, and curricular content. A semester course that moves too fast for the lowest third of the class and bores the upper third is hardly having maximum impact on the development of individuals. The provision of quality education, that makes a difference to individuals, is the task that lies ahead, and educators are beginning to meet that challenge. The new surge of interest in a variety of techniques and methods known collectively as the individualization of instruction, is a movement of sufficient magnitude that it is not inappropriate to call it the industructional revolution. This movement is broad in its influence, deep in its demands for change, and relatively sudden in its acceptance by educators.

Self-paced learning, and its conceptual companion, mastery learning, lie at the heart of the instructional revolution. I like to call it competency based instruction. The simple formula for competency based instruction and in turn mastery learning is that the student must learn a unit to mastery or competency, regardless of how long it takes. This is quite the reverse of traditional education which insists that all students spend equal amounts of time in the classroom but permits them to learn to varying levels of achievement. In traditional education, we turn out students who are well educated and those who are <u>not</u>, but we certify that all have spent the same amount of time at the task -- surely a meaningless measure of learning. The concept of competency based learning raises havoc with habitual ways of thinking about learning, but it makes much better sense educationally than the traditional measuring system. Besides assuring mastery learning (competency based), this methodology of education offers the following advantages: (a) Flexible open entry/open exit program scheduling by nontraditional students. (b) Staggered completion dates of students to prevent flooding the job market with large numbers of graduates all seeking employment at the same time each year. (c) School facilities can be utilized all year round thus providing more efficiency in terms of operational costs

and building utilization. (d) Students can be placed in the curricula at multiple entry levels according to individual backgrounds and knowledge. (e) Accountability (to whom, for what) may be precisely defined and assigned appropriately to students, faculty, management, and boards of control. So you can see that competency based instruction has a number of advantages.

Concluding, we have talked about a number of challenges tonight that will affect vocational/technical education in the 1980's. All of these issues or challenges facing us will call for change. As we move forward with change in the years to come, we must do so with a purpose. A purpose based on sound principles from which vocational/technical education emerged. These challenges must be met by competent teachers with high standards of achievement. Leadership programs, such as this one, must update and/or provide the basics for the vocational family who will assume responsibilities in guiding and shifting vocational, technical and adult education programs, courses and activities and services to meet the changing needs.

Thank you.

Educational Leadership for the 80's*

by

Marvin Feldman

Dr. Gilli, ladies, and gentlemen thank you for the opportunity to be with you at this Leadership Institute.

It is good to be back with those of you in vocational education.

For the first time in ten years I spent a year away from being a member of the National Advisory Council on Vocational Education.

I must tell you that I have missed spending time with my favorite people--vocational educators.

My task today, as I understand it, -- is to set the stage for your discussions about individual needs of students in vocational education. I suppose I could talk to you about the many past projects as well as the current ones pertaining to learning style: manipulative, verbal, affective, graphic; learning episodes based on style, interdepartmental team teaching, youth clubs and their role for individual students;--but I'm sure you'll find you'll have ample opportunities for self-exploration of these issues and many others.

---

*Dr. Feldman is the President of the Fashion Institute of Technology in New York City, N.Y.

Instead I want to take this opportunity to talk to you, as leaders or future leaders in vocation education, about an attutude toward education -- and the kind of leadership that will take us through the eighties.

I want to talk to you about national policies, state policies, and our role in them. I want to do this because the rate of change has increased so rapidly....things are happening around us so quickly, I often wonder if those who are responsible for managing institutions in the state and country are even aware of them.

First of all, educational policy must fully acknowledge the massive changes in the human condition in the last couple of generations. A century ago, or less, there were no "vocational choices" for the vast majority of men and women. Talk about the constructive use of leisure was, in the fullest sense of the word, academic. Most people didn't have any. Comparatively few of our grandfathers lived to the age of forty. Sixty-five was selected as a retirement age partially because few people lived that long.

Today our vocational options have multiplied, most people spend less than one-third of their time making a living, and our life expectancy has practically doubled in years. These conditions have never existed before for so many people. Due to the prevailing circumstances, the implications for the educational establishment are far reaching.

We need our liberation movement in vocational education, and the first step is to liberate ourselves from limitating definitions of what we are and what we can do.

If a person thinks in his heart that he is second-rate, he is trapped by that definition, as surely as if he were schackled. He will be second rate and he will be unable to reach beyond that self-concept. I think vocational education is on the brink of an identity crises of it's own. Vocational educators, our time has come, but are we ready?

Secondly, I think we must free ourselves forever from the stubborn superstition that opportunity for constructive work is dwindling--and the way to deal with the problem is to define more and more people out of the labor market. This idea is at least as old as the Luddites who sought to destroy the machines that turned the wheels of the industrial revolution and thus multiplied work opportunities. Progress has come to suggest the need for increasing exclusion - with cruel consequences for the groups in society who find them hardest to bear; younger people, older people, and members of minority groups. We cannot make sensible policy until we somehow bury the idea that we have exhausted our capacity for growth and are running out of work to do.

Before continuing, let's briefly consider some historical observations. Six weeks before he was innaugurated president in 1932, Franklin Delano Roosevelt presented a far--reaching analysis of America's deepening economic plight. "America's era of growth", he said,"is over". "Our task now", he said flatly, "is not discovery or exploitation of natural resources or producing more goods. "It is the sober, less dramatic business, of administrating resources and plants already at hand."

"More growth", he continued, "could be dangerous." "The American economy, which in fifty years had left it a whole nation of immigrants from poverty, had finally reached the winter of its maturity."

The diagnosis that we were suffering from under consumption was not considered radical or irresponsible. It was in fact the general consensus. Capitalism's crowning achievement, it's unparalled productivity, seemed suddenly to become it's nemesis. "The cure", President Roosevelt said later, "is not to produce so much". So, when the price of crude oil fell to ten cents a barrel, Oklahoma's Governor, "Alfalfa Bill" Murray, sent troops to stop oil production. Productivity became a public enemy and what we now call "Demand side" economics; indifferent, if not hostile to enterprise, was born.

When congress passed the N.R.A. under which businesses would be run according to elaborate federally mandated codes, people marched in the streets to celebrate the end of the depression. So a nation that had been history's best demonstration of the utility of competition repealed it, as least for a time. It was widely assumed that enterprise had to be carefully directed and controlled if it was to work responsibly. Then came a horrible world war; but America's genius for productivity blossomed as it had never blossomed anywhere on the earth before.

During the early fifties, Americas was quiet again. The passage of the National Defense Education Act once again demonstrated America's ability to use its growing educated workforce to deal with the Soviets, particularly in their plans to explore outer space.

Americans began the sixties hopefully. We were pre-occupied with problems that now seem innocent, indeed. We had already noticed that we were at war in Vietnam. Then came a time of trauma. Three great and beloved leaders were murdered in our midst. Our cities were torn by riots. More and more Americans came to believe that the war was a hopeless loss. Our famous American morale, suddenly, was shattered. We were fearful and demcralized. Thousands of our young people "freaked out" in one way or another, bearing witness, in their fashion, that there were no longer any values that had any meaning. Suddenly, our once proud nation became ashamed. A nation of people known for neighborliness began to double lock their doors against each other at night. Everywhere, there was distrust and despair.

By the end of the sixties, things quieted down for a while. The tone of our rhtoric became somewhat subdued. We began seeing young people abandoning the barricades and enrolling in law schools; determined still to fight, but to fight within the system with writs as their weapons. As the seventies began, we were also digesting the results of an important national trauma called "Watergate."

In the beginning of the seventies, we were haunted by many studies, chilling studies, of the mood of America. The most important one, I recall, was involved with determining the hopes and fears of the American people. It was conceived and constructed by the Gallup organization. During this era, the American people, for probably the first time since the Civil War, felt that they were losing ground as a society. Even more alarming was the fact that most Americans believed that things would get worse.

Americans, in large numbers, were losing confidence in our society and they had little hope for the future.

During the seventies, nearly half of the American people saw the tensions and dimensions in America becomming so serious that a "real breakdown was expected or will occur in this country." While many Americans felt fairly comportable on personal terms, they were deeply alarmed about problems that required social solutions: crime, durg addiction, pollution, and the lack of jobs. They doubted that answers would be found. In other words, during the seventies, millions of Americans were wondering whether our society would, in fact, go on working. They believed that America was failing as a human community.

Historian Daniel Boorstin said of America, "we began as a land of the otherwise. Nothing is more distinctive nor has made us more American that our disbelief in the ancient well-documented impossibilities." There's a kind of dynamic innocence in the American notion that anyone, who really wants to, can beat the odds or the elements. Even today, Americans have little sense of keeping in their place. The dream of renewal is built in the American character. It has also been stated that Americans express even greater self-reliance than Europeans.

The wave after wave of social protest, during the 60's and 70's, reflected a growing skepticism about authority, and

encouraged people to become more sensitive to contradictions in society. The marches, the lie-ins, the sit-ins, the be-ins, the press conferences. The Civil Rights Movement, The Anti-War Movement, The Free Speech Movement, The Ecology Movement, women's rights, gay rights, The Gray Panthers, anti-nuclear prayer vagils, tax payers' revolts, demonstrations for and against abortion; all of this is part of the American character, always pressing for a need to change. And all of this is part of the American muse.

The Puritan awakening, as far back as 1620, preseded the establishment of a constitutional monarchy in England. The first awakening in America, 1760, let to the creation of the American Republic. The second awakening led, in the eighteen hundreds, to the solidification of the union and the rise of Jacksonian Participatory Democracy. The third awakening, in the early 1920's, was a rejection of unregulated private exploitation and the beginning of the welfare state.

Today, we've begun a new revolution which seems to be heading toward a rejection of unregulated exploitation of people and of nature, and toward conservation and optimal uses of world resources. So, during the years prior to the 80's... Americans were not disinterested. They were discouraged, disheartened and disillusioned. Americans were saying something very clear. They were saying that our institutions must change if we intend to survive as a workable society. It is interesting to note that, during this brief modern history lesson,

the Vocational Education Act of 1963 was passed' The Ammendments of 1968 were passed; The Ammendments of 1976 were passed. Each one of these attempted to reflect the major issues that were facing our nation during those periods.

Now in 1980, a full fifty years after "The Great Crash," the American economy is again showing signs of elemental weakness. We no longer lead the world in per capita gross national product. We have been surpassed by such countries as Socialist Sweden, among others. More of our plants are obsolete than in any other industrial country. The dollar has lost ground all over the world. For twenty years we have had a declining rate of productivity, in fact, the lowest in the industrialized world. And again, predictably, pessimists are surfacing with the same depression diagnosis. We have reached, what has been called, the "limits of growth". It appears that we have run out of room to grow... that we will have to accept an altered reality--stagnation, shortage, international inferiority, and a lowered standard of living.

This time though, there is a difference. Today there exists a growing recognition that the signs of stagnation are not sighals of something endemic and inevitable, but the result of policies based on a misunderstanding of the growth process. There are signs everywhere of a new recognition of the role of enterprise. I believe that we are seeing a historic public rejection of fifty years of anti-enterprise policies.

For the moment, we are witnessing a national conciousness raising about the metabolism of growth.

Growth does not mean that what is in place simply gets bigger. It is a complex process of continuous renewal through change. Each cell in the human body is replaced every few years. When that stops, we begin to die. An economy stays healthy in an exactly analogous way, the secret of economic growth is change. People are beginning to see that growth is not something that can be legislated or contrived. We cannot produce innovation the way we produce socks. It is not the product of a plan but of an attitude--a climate tolerant of enterprise and innovation.

Growth begins when people are free to find new paths and historically they have done so in unpredictable and often bizzare ways. Growth results not from restraint, but from the absence of it, from an atmosphere that encourages economic exploration. More and more people are begining to recognize this reality. While at the same time, they are also noticing the indispensable contributions that many smaller companies have made to the growth process. Their growth is categorically different from the role of larger, established companies.

Small companies are, and have been from the very beginning of the industrial era, the principle source of new economic growth. Logically and historically, smaller companies have been the principle pioneers of change.

Old and large companies tend to perfect and refine established technologies. But smaller, maverick enterprises usually pioneer the radically new technologies on which growth so heavily depends. While the health of America's established companies is a good measure of the economy's present condition; the health of new and smaller companies is the best measure of its future.

The National Science Foundation has discovered that small firms produce four times as many innovations for every research dollar as medium firms and six times as many as big firms. In a study released last summer, M.I.T. reported that between 1969 and 1976 small businesses created 88% of the new jobs. An astonishing two thirds were created by businesses employing fewer than twenty people. New firms, firms less than five years old, formed 80% of the economy's new jobs.

In the same study, The M.I.T. Development Foundation compared job formation of sixteen companies. Six of the companies were seasoned giants with sales in the billions of dollars, five were smaller new companies built on new technologies. The sales of the largest companies such as Bethlehem Steel and General Electric grew 11.4% a year, but their employment rolls only increased at the rate of 6/10ths of 1% a year. They created only 25,000 new jobs. The sales of the five large innovative companies such as Three-M and Xerox increased 13.2% a year, and their employment rolls increased as much as 4.3% a year. Thses five companies created one hundred and six thousand new jobs.

The sales of the five tiny small high technology companies, such as General Data and Computer Graphics increased 42½ percent a year, and their employment rolls increased at the rate of 41% a year. Even though their total sales were less than one thirtieth of those of the largest group, these five small companies created thirty-five thousand new jobs in five years, ten thousand more than the six giants.

Sociologist Robert Nesbitt believes that the greatest single change in the intellectual climate to occur in half a century is the recent move to a pro-enterprise position by leading intellectuals and journalists. There are a few other encouraging signs that indicate a move in favor of the pro-enterprise sentiment. The head of the giant Municiple Employees' Union said that private sector jobs are a key to curing urban troubles. Prominant numbers of minority groups are calling for a reemphasis on capital formation. It has become part of the conventional wisdom that the American public is anti-business. But if you look at the data more closely, you will find that the average American is about equally suspicious of big government, big labor, and big business. However, the public's attitute toward smaller business is overwhelmingly favorable.

In one recent survey, for example, the public gave "small business" higher marks for honesty, dependability and integrity than they gave "organized religion." In another survey, 68% said that bug business had too much power. But small business was at the top of the list of groups perceived as having too

little power, and they were rated even higher than religious leaders and educators. Time has come then to bring public policy into line with public sentiment.

We are beginning to see policies that create and encourage small businesses in the private sector. Recent trends in vocational aducation have encouraged the creation of educational programs to prepare people for self-employment. The emergence of the new entrepreneur, the desire to be in business for one's self, is a very natural sequence to the transformation process of change for all parts of vocational education. Armed with a greater sense of self and vocation; with a new willingness to risk and be poor for a time; with emotional support from a growing group of people who share that concept; this new drive for entrepreneurship could drastically transform American society.

Briar Patch, (an area network of 300 or so independent businesses, artists, non-profit organizations), exists to serve as a mutual help medium for entrepreneurs.
Perhaps some of you may have already visited Nathaniel Hall and Quencey Mart in Boston, or Garradelli Square in San Francisco, or the emerging renaissance of malls and shops in Philadelphia. "Entrepreneurship" fills the gap during this transformation of vocational educatien toward the concept of self-employment and independent businesses. Recently, training programs have been developed to help prepare people setting out on there own.

At the Fashion Institure of Technology (F.I.T.) Bob Schwartz, the owner of the Tarrytown executive house, also has a week-end college for entrepreneurs. Mr. Schwartz believes that these "new entrepreneurs" are the poets and packagers of innovative ideas, both visualizers and actualizers.

The vocational education system attention is beginning to pay attention to people who discover work on their own, who create their own employment. The people we call "self-employed." These entreprenuers are absolutely essential to economic renewal through change. I believe that the vocational education delivery systems are already preparing people to be self-employed, although they may not be consciously aware of their efforts. But even if I'm wrong, a change in vocational education toward self-employment and entreprenuerial behavior, could even be of enormous service to the large corporate world. What do you think of the idea of creating intreprenuerial work opportunities inside organizations? There clearly exists a parallel need within large corporations.

Several years ago, (as a form of protest) the employees of the Eastern Airlines, in lieu of a strike, ran the airlines "by the book" following to the letter all of the approved procedures for getting things done. They did their jobs instead of their work, and the airline was practically paralyzed. I believe that this incident serves to exemplify the fatal flaw in our approach to management which, only yesterday, was accepted almost universally.

For years it was assumed that management's task was to tell people what to do and to punish them in some way if they failed or refused to do it. "Management" was once defined as "Directing the activities of large numbers of job holders." The role of education, to some extent, was derived from that same concept--educators train people to hold jobs.

Today we are beginning to see that several corporations have reshaped themselves into "entrepreneuerial enclaves" where employees are encouraged to become more self directed. The creeping giantism in American industry has provided new opportunities for the emergence of entrepreneurship possibilities even within large industries. for example, in some large companies, small enclaves are already being run by these entrepreneurs.

I agree with Norman McGrae, the editor of the Economist, who believes that big business corporations, organized in their present form, may well disappear by the year 2010
The time is coming when all department leaders will be held accountable for the individual development of their personnel, as well as the results of their business endeavors. Furthermore, in this age of transition, those of us in vocational and technical education will have to understand and accept the new paradigms of business and industry.

Increasing numbers of business leaders are trying to articulate a new perspective in their attempts to transform the business community.

There are new groups of "Businessmen-philosophers" who talk to each other until three in the morning about their changing values and their discoveries regarding "human potential." Business executives may be the most open minded group in society, more so than scholars and professionals, because their successes depend upon their abilities to preseive early trends and new perspectives. There exists a new breed of top executives who are taking charge of American corporations--broader and deeper than most of their predec essors, more current, more literate, more articulate, and more open. The members of my own Board of Trustees, who represent some of the key corporations in the apparel/textile industries and retailing, spend between 20 to 40% of their time dealing with public issues.

The President of Transworld Airlines, C.E. Meyer, Jr., expressed a sense of transformed values in his editorial in the airline's magazine in July of 1978. "The most important change in the past decade was not technological advancement," he said, "but the virtual revolution that has occured in our collective social awareness." The problem of management is preceived less as getting people to do what they are told to do, but to inspire them to do what they cannot be told to do--to undertake a immaginative new work instead of merely performing closely, supervised jobs. So, it appears that educators have long neglected their responsiblity to help prepare people for entrepreneurial employment, either on their own or inside large corporations.

We are beginning to focus national attention of education for self-employment and to re-study education and manpower programs in light of their decisive and important roles. So we are confronted with an anomaly--one that has created a problem in the United States and a crisis in a growing number of foreign countries as well. There is plenty of work--but not enough jobs. There are plenty of people who want better houses, better clothes, and a higher standard of living. There are plenty of people who want to see our decaying urban centers rebuilt. Plenty of mature and discriminating consumers are demanding better products of improved quality. A lot of effort needs to be directed toward encouraging people to "recycle" on a regular basis. There are a variety of diseases to be conquered; many alternative sources of energy need to be found. There is plenty of work, but a persistent shortage of jobs, and all of business--big business, small business, and education--wants to proceed in doing the work that has to be done.

It is most important for those of us in vocational education to gear what we do toward emphasizing development of new relationships in the work place--to find ways to nourish each individual's imagination, autonomy, and resourcefulness; to enhance their capacity for self-supervision. For years, the Marxists critics of vocational education have accused us of conspiring with industry to "tame" their work force--to produce people that would come to work on time, do what they were told, keep their mouth shut, and respect authority.

We were supposed to condition people to regimentation. Whether or not we are guilty of this, perhaps we should now conspire with industry to see how we can change what we do in our future attempts to produce more entrepreneurial workers.

The business community has always known that these perceptions were wrong and misguided. Although, for many years, their voices have gone unheeded. Unfortunately, at times our opinions in vocational education and those of business have been forcibly pushed aside as well. But the times are changing and I have observed changes going on all around me. An emerging majority is forming throughout America and it's message is being listened to at the highest levels of government. Ideas and concepts that used to be either misunderstood or critized are gaining acceptance by legislators and the public.

A tax reduction of capital gains, talk of plans to increase productivity, thought being given to stimulating savings allowances for faster depreciation and even a few, halting steps at deregulation are all indicators that the process is under way.

Those of us in education are going to have to be willing to change. The public educational system has historically divided the arts by which we educate people into three separate domains: The practical , the liberal arts, and the fine arts. These three domains must now be integrated together and to do so, we must be able to conceive of their interrelationships much more clearly than we ever have before.

We must attempt to bring them together in all our institutions. Together, these arts can have a liberating effect. They also have some enslaving limitations. They are capable of enlarging each of us, although in different ways. And all of them are necessary background for the successful emergency of the new entrepreneur within the work place.

The practical arts are the arts of function. They provide independence from degrading toil. The practical arts free us of the anxiety of insecurity. They allow us to participate in society and share in it's rewards. The practical arts provide us with the goods and services necessary for the work that must be undertaken in America.

They provide us with a sense of purpose, a relationship, an order. They help us know the full range of our human possibilities. They guide our restless efforts to perfect our institutions. They allow us to participate in the governance of our nation.

The fine arts are the arts of transcendence; they have taught us that man can create more than he can comprehend. They liberate students from what is only literal. Their mistery provides a sense of depth, of mystery, and majesty.

The American educational tradition has developed in a way that has made these three disciplines competitive. At the very least, their relationship has become badly blurred. Originally, higher education was very elitest.

In fact up until the American Revolution, Harvard students were listed according to their social rank. In those days, "common people" were flatly forbidden to "walk in great boots", or otherwise imitate the behavior of their betters. It was a rigid hierarchical society. Colleges educated the tiny elite destined for the ministry, or for the professions, or for the easy responsibilities of class and privilege. The education provided was, in its essentials, a liberal education. One learned skills in other ways.

Then, the great democratic tradition blossomed in the United States, as it had never before, and more and more people began to aspire to a better education. And the model was the kind of liberal arts education intended for the tiny elite--many of of whom did not even need to earn a living. "Do you smoke?" The great lady asks her daughter's suitor in Oscar Wilde's play. "Good", she replies when he admits hesitantly that he does. "I think every young man should have an occupation of some kind."

As American democratized, the mark of the new mass nobility became a college education; originally intended for the indolent or for the professional scholar. In 1900, two hundred thousand students went to college. Last year, the figure was eleven million.

But the vocationally impractical curriculum simply did not suit the real world imperatives of the new masses.

So, somewhere along the line, liberal educators began to make an uneasy, tormented case for making irrelevant education more relevant. The consequences have been disasterous. Millions of students have been seduced into believing that liberal education has a vocational relevance that it simply does not, cannot, and should not have. Now, as a secondary consequence, the culturally indispensable liberal tradition has been discredited because in practice, it fails to do what it never should have been represented as doing.

Today, vocational educators are witnessing an unwelcome reaction against liberal education. This situation has grotesque consequences. We read in the papers that thousands of young people are "over-educated." How can a civilized person know too much? How can a common man who struggled for centuries for the leisure that would free him from his exhausting struggle for survival, for some contemplation and personal civilization, be "over civilized?" How absurd! A student may know more than he or she "needs" to know to program a computer, or sell an insurance policy, or manage a supermarket; but to be "over-educated?" These words are to me, as an educator, obscenities.

In a puzzling, perplexing, heartrendering book called What Went Wrong, an English craftsman writes about the British working people who have achieved all the material ambitions they sought to achieve half a century ago--and now have no sure sense of purpose. "Is there life after work?" is a question more and more people are asking; or is there only

an emptiness to be filled by passive entertainments, entertainments, recreational chemicals, and bored indolence. Clearly, the rehabilitation of vocational education (to include the liberal arts-adapted to the needs of a mass aristocracy) has become an urgent necessity. The anomaly is that educators are best able to make a case for the liberal arts. You do not have to pretend that they're vocationally relevant. You can say, more forcibly than the liberal educators, that they are vocationally irrelevant, but that they have a desperate importance of their own.

If the economy is changing from one management mode to another, as I mentioned earlier, the possible social consequence to the work force are immense. We now expect workers to work outside the range of traditional supervisory apparatus. The kinds of workers that industries want today are people who are capable of self-supervision. The degree to which they control the pace and method of what they do, determines the extent to which they can be considered entrepreneurial workers.

What is true of the liberal arts, is likewise true about the fine arts. I do not believe that the distinction between the practical arts and the fine arts is, in the end, a supportable one. And the fine arts are truely part of vocational education. The central question is not whether an object is being made for use or not, but the spirit or attitude or state of mind that activates the maker. The great works of the

Renaissance painters are not less majestic because they were useful aids to religious instruction. The fact that the Renaissance painters were yesterdays' illustrators makes them of no less degree the artists that they were. The work clearly drew energy from its utility. Bach's music in praise of Jehovah makes him no less the great musician he was.

It may be that the most important item of unfinished business on the agenda of industrial society is the design and production of goods that meets some human standard, and that enhances the human condition, rather than degrades it. Some say that this is a hopeless undertaking. They believe that the human enterprise is inherently self-defeating, and a specialized society loses its capacity to make the elemental decisions on which its survival depends. Their favorite analogy are the dinosaurs, who stared in blank helpless bewilderment while hoards of termites ate away at the very legs they stood on.

I don't want vocational education in America to merely be the uncritical pervayor of prepackaged conventional wisdom on questions like these. I want vocational educators to be at the center of efforts to resolve some of the great unsettled issues of our advanced industrial society. It's not enough that our students in vocational education be aware of such issues. Educators should think of themselves as uniquely equipped and positioned to contribute solidly to their resolution.

Vocational education is at the center where industry and education interact; where these issues are quite real, immediate, and understood.

Do we slavishly produce what people want, whether we respect it or not; or do we only produce that which meets some nobler standard? Does anyone think that the problems of human alienation in industrial society have been solved? We, as vocational educators, must become part of the solution.

We live in a world accused of an unconcern for standards; a world where anti-culture sometimes seems ascendent; a world of "punk and mudd" clubs which often terrifyingly resemble Berlin in the 20's; a world which enshrines superficiality and in which a kind of sad and empty narcism pervails; a world which worships a thousand celebrities and not a single hero; a world which no longer seems to respect its own possibilities; a world beginning to smell of decadence.

Poe once wisely said that a truly practical man had to be a balanced combination of mathematician and poet. Of course, we must be constantly mindful and skillful in assisting our young people in acquiring those specific skills necessary for initial employment. You must always remember that your students in vocational education must master some subject in depth. General education in the arts has no place in vocational education. But if you are to be truly practical, you must balance the prosaic and the poetic.

You must enrich with works that contain some larger sense of meaning. We seem to know what works in vocational education because of the reports we receive from our placement counselors. When it doesn't work, we're able to fix it very quickly. We can measure what is measureable. But the larger sense of meaning is in the hands of vocational educators alone. Are we nurturing or repressing the imagination? What is the optimum liberal and fine arts component in the vocational education of working people and skilled artisans? What kind of artistic idealism should nourish our fundamental and continuing commitment to practical work?

These are the issues that will absorb us and these are the issues that will ultimately draw business and industry together to exchange views. John Baskin in his splended book New Burlington states, "I think we are faced with two problems, and they are basic and countervailing: How to live honorably and how to support an honorable life". I feel in my bones that in a post-industrial society these two basics may not be countervailing anymore. We can all take part in helping that come to pass. And these are some of the ways I think that we can improve and enhance the opportunities for articulation between education and the world of work.

THE ROLE OF VOCATIONAL STUDIES IN CAREER EDUCATION

BY

Angelo C. Gilli, Sr.

INTRODUCTION

The professionals in vocational education, like their counterparts in other public education fields, functions as managers much of the time and exerts true leadership influence only by deliberate and carefully pre-orchestrated actions (Gilli, 1976). The point that is being emphasized here is this: to manage is one thing, but to be a leader in a vocational setting is another matter, one that calls for considerable knowledge of the conceptual basis of vocational education. While the manager aspects of vocational studies calls for familiarity with the processes involved with the provision of such services to various clientele, the leader functions go much beyond the mere operational level. Deeply enmeshed within the fundamental concepts of vocational education is its role within the broadest construct of the overall public education system. After this, we need to examine the conceptual basis of career education, and the place of vocational studies (this is, vocational education) within the educational process. Using our cluster of these concepts as a foundation, we can postulate that professional educators are leaders along with being managers.

WHAT IS CAREER EDUCATION?

Many educators have endeavored to define or describe career education, and one result is a plethora of definitions and descriptions.

The author elects to use the following definition (Gilli, 1980):

> Career education consists of those educational activities that deal with career development on a long term basis (page 3).

The above implies there is more to public school educational process than career education although the subject has been treated by some writers as if career education were an alternative to some other educational endeavor. In fact, however, career education is a process that seeks to strategize an on-going treatment of a person's career development concerns on a life-long basis. Translating, we see that career education represents only a portion of what goes on in the public education delivery system for our children and youth--it joins the other educational elements that together offer a good all-around education. The Cardinal Principles of Education, which provided a major direction as to where we have been and continue to move toward in public education, still hold (with some modifications to reflect societal changes that have taken place since their first inauguration). These principles or major objectives are:

health
command of fundamental processes
worthy home membership
vocation
citizenship
worthy use of leisure
ethical character

(U.S. Bureau of Education, 1918).

Career education, then is a strategy for implementing the

principle of "vocation" directly, and impacts in an indirect but vital way upon several others (namely "citizenship", "worthy use of leisure", and "ethical character").

How does career education seek to enhance the career development of public school age children and adolescents, and also address itself to the same concern for adults? We can deal with this question most directly with the aid of the paradigm displayed in figure one (Gelli, 1980, page 4). The first three stages (career awareness, career exploration, and decision-making) embrace activities that span the elementary-middle school-early high school years for some, and all twelve grades for other students. It is the part of career education which has been most successfully implemented. Not unrelated to the degree of integration of these phases into the schooling process is the relatively greater accent upon human development (as opposed to a greater concern with subject matter mastery found at the secondary level) for the elementary school programs. This is not to say that all school systems have brought the implementation of early career development into their classromms in a high quality manner, although many have.

Decision-making is a difficult stage, and we now recognize that it is comprised of a group of skills (many of them sequential), and it ought to be taught that way (that is, set up occupation-job selection problems for students, have them proceed with planning and selection activities based upon resource-information utilization, and then evaluate the outcomes, with sufficient repetition provided so that good decision-making skills are eventually acquired).

We can teach decision-making in all matters of personal living in the same way, beginning in the early grades. Many workers preparing for job upgrading and job maintenance also need this kind of service. An administrator needs to become involved with aspects of curriculum development in order for this kind of activity to find its way as a viable strategy in the elementary-middle school program.

VOCATIONAL STUDIES: WHAT ARE THEY AND HOW DO THEY FIT IN THE SCHEME OF CAREER EDUCATION?

The fourth phase in the career education paradigm, labeled occupation-job preparation can be provided in three ways: a) school-based vocational studies; b) on-the-job training; c) self-initiated individualized learning. In this paper we choose to focus upon the first.

There are four broad thrusts in school-based studies, which are aimed at the following:

a) general education;

b) broad treatment of occupations;

c) more specific preparation for selected occupations and jobs;

d) prescriptive preparation.

General Education

Frequently talked about but not often implemented is the notion of utilizing vocational studies to add realism and interest to general education topics. For example: lacing a mathematics course with applications of the various principles in several occupations can change the focus from an esoteric treatment to one that has more realism. Being able to tie in such courses with activities around them in their

out of school life adds a flavor that can be an effective motivator for learners. To make this kind of effort on a broad basis (that is, for all or many of the general education courses) calls for leadership and administrative skills based upon what such an approach does to the teacher, learner, and the curriculum. The teachers need alter their instructional techniques and approaches (which calls for administrators to establish teacher in-service programs). Expectations of learners should be to see some of the relationships between school studies and various aspects of their society. The curriculum will need to be modified, since spending time in establishing the tie-ins just stated means less actual subject matter will be covered (which is a sore point with many educators). Again, both leadership and good management are called for during such transitions.

Broad Treatment of Occupations

The broad treatment of occupations should be provided all students during the twelve years of public schooling, and already goes on to some extent. It is an important part of the career exploration stage recently alluded to and can lead to improvement in the quality of decision-making. Secondary school students who have not made a career decision should be provided at least one or two carefully designed and prepared occupational survey-type courses within the rubric of their social studies program. Such courses would relate the various occupational groupings, to society and their lives.

Occupation and Job Preparation

Some high school students make decisions regarding the first job they would like to enter. Therefore, there needs to be more specific types of vocational studies for them. These offerings comprise

what is called traditional vocational education. Courses and programs of this variety (which have a multitude of names, each of which ties in with a trade or occupation) are the most common variety of vocational studies presently found in secondary schools and two year colleges. Alterations to traditional vocational education have been suggested in the interest of increasing their flexibility and value (Gilli, 1973), and some changes seem to be taking place.

Prescriptive Preparation

The fourth variety of vocational studies, prescriptive preparation, is a type of referral service the schools can offer people who have a specific job already, know what skills they need to develop, and need a place to acquire them. Prescriptive type vocational studies offer considerable promise for adults, which has become the major clientele in the educational delivery system, and will become even more so in the years ahead.

CAREER MAINTENANCE AND REFINEMENT

Adults need assistance, from time to time, in maters relating to:

a) job changing;

b) job maintenance (skill modernization and upgrading);

c) self-initiated learing;

d) occupation-job preparation.

Job changing, a phenomenon that is quite common, can entail any one of the last three forms of vocational study services. Also becoming better recognized are job changers (or those thinking about it) in need of counseling and guidance. (Gilli, 1980a).

The broad treatment of vocational studies is of value to those who seek to determine what other occupational opportunities exist, the second (more specific preparation) would be chosen by those who have decided upon the kind of job they want to move into, while prescription-type training and on-the-job training would be needed by those with a new job in hand, and the new skills needed have been identified. Prescription and on-the-job training type vocational studies would also be of utility to certain persons endeavoring to upgrade and/or to maintain skills for their present jobs.

It is important to realize that all possible service included within the framework of vocational studies can be modified and adapted to improved the earning and learning capacities of people with special needs (these include, among others, the handicapped, mentally retarded, difficult to employ persons, work re-entry adults, certain out of school adolescents, and older workers). On-the-job training and self-initiated learning are commonly used approaches for out-of-school persons in these categories also. In all of these cases, services can be adapted to accommodate the unique characteristics of the special needs person.

CONCLUSION

School-based vocational studies constitute an integral element within the process of career education, which in turn is one of several major elements in the public education system. Furthermore, occupational studies (and career education as a whole) reach out beyond the public school system in its traditional utilization, and can serve people throughout their lives. The long term outreach of vocational studies holds the most promise of all in the decades

ahead, but calls for expert leadership from all educators and vocational educators in particular.

REFERENCES

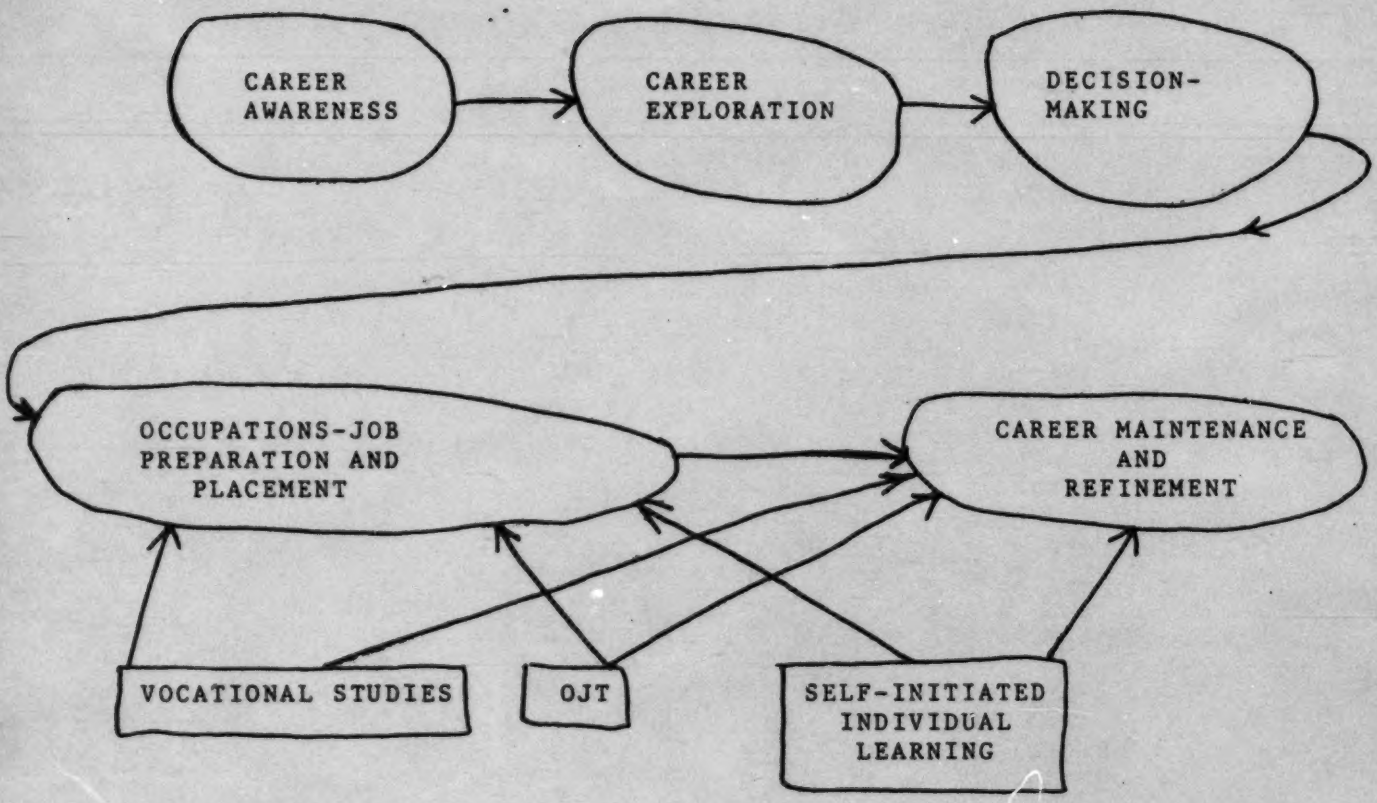
Gilli, Angelo C. At the crossroads: where do I go from here? (in preparation).

Gilli, Angelo C. Education for work. Elmsford, New York: Collegium Book Publishers, Inc., 1980.

Gilli, Angelo C. Modern organizations of vocational education. University Park: The Pennsylvania State University Press, 1976.

Gilli, Angelo C. Principles of post-secondary vocational education. Columbus: Charles E. Merrill, 1973.

U.S. Bureau of Education. Cardinal principles of secondary education. Washington, D.C.: The U.S. Bureau of Education, 1918.



CAREER EDUCATION PARADIGM

Fig. 1

Closing Remarks

The ten papers included in this monograph relate to some of the important concerns dealing with leadership and management in vocational education. Worthy of comment is that each paper, while addressed to the occupational education scene of the early 80's, has the remaining years of this century in mind. The monograph has a strong futuristic undercurrent running throughout, and is , by and large, positive in its orientation.

While the reader may take exception to some of the statements made herein, the editors believe each author has made a significant contribution to the profession. We, the editors, hope you will find the compilation of these important thoughts of some value to you.

Lynne Moore Wilcox

Angelo C. Gilli, Sr.